DOCUMENT RESUME

ED 133 491 08 CE 009 323

AUTHOR Johnson, Gordon P.; Reilly, Rob
TITLE Interpretive Study: Mainstreaming Vocational Education for the Handicapped in California Secondary Schools. Final Report.
INSTITUTION California State Dept. of Education, Los Angeles.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE 76
NOTE 83p.

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS Equal Education; *Guidelines; *Handicapped Students; *Program Design; *Regular Class Placement; Secondary Education; Special Education; State Surveys; *Vocational Education
IDENTIFIERS *California

ABSTRACT

An interpretive study of mainstreaming guidelines and practices had its origin in the growing need to identify the components of vocational programs, services, and activities designed to increase and improve the vocational education opportunities for handicapped persons in California secondary schools. The objectives of the study were: (1) to develop guidelines for establishing mainstreaming opportunities in vocational education for the handicapped; (2) to identify characteristics and provisions of vocational programs that are mainstreaming the handicapped; and (3) to provide a step-by-step procedural manual for mainstreaming handicapped in vocational programs that will provide pertinent information for field practitioners. The project officially started July 1, 1975, with research into the development of mainstreaming guidelines and criteria in accordance with Federal and State plans and directives. The second phase consisted of developing guidelines and corresponding data collection instruments, i.e., the structured interview/questionnaire. The third phase involved the selection of representative local education agencies by the Project Advisory Committee for inclusion in the study. On-site interviews were conducted with representatives from each of the participating local education agencies during the months of February through May 1976. This final report represents the fourth and final phase, bringing together findings, conclusions, and recommendations. Half of the report consists of such project materials as the interview/questionnaire guidelines, the instrument itself, and data summaries. (WL)

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CALIFORNIA STATE DEPARTMENT OF EDUCATION
A VOCATIONAL EDUCATION ACT
RESEARCH PROJECT - PART C

"Interpretive Study: Mainstreaming Vocational Education for the Handicapped in California Secondary Schools"

Final Report

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U.S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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This study was completed through a grant from the California State Department of Education under the Vocational Education Act, Part C Research Funds. The opinions expressed in this report do not necessarily reflect the position of the United States Department of Education, nor is any official endorsement implied.

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Contents

Preface ii

Advisory Committee iii

Respondents iv

Summary 1

Research and Rationale 4

Project Guidelines 12

Program Recommendations 24

References R-1

Appendix A A-1

Appendix B B-1

Appendix C C-1

Appendix D D-1

Appendix E E-1

Appendix F F-1

Preface

This interpretative study of mainstreaming guidelines and practices had its origin in the growing need to identify the components of vocational programs, services and activities designed to increase and improve the vocational education opportunities for handicapped persons in California secondary schools.

The concerns were voiced in the Bureau of Education for the Handicapped, U.S. Office of Education, California State Department of Education and local education agencies throughout the state.

The objectives of this study have been to:

1. Develop guidelines for establishing mainstreaming opportunities in vocational education for the handicapped.
2. Identify characteristics and provisions of vocational programs that are mainstreaming the handicapped.
3. Provide a step-by-step procedural manual for mainstreaming handicapped in vocational programs that will provide pertinent information for field practitioners.

The project officially started July 1, 1975 with research into the development of mainstreaming guidelines and criteria in accordance with Federal and State plans and directives.

The second phase of the study consisted of developing guidelines and corresponding data collection instrument, i.e. the *Structured Interview/Questionnaire*.

The third phase of the study involved the selection of representative local education agencies by the Project Advisory Committee for inclusion in the study. The criteria for selection, as determined by the committee, included:

1. Evidence of involvement in, and commitment to, mainstreaming practices.
2. Demographic and geographic representation (e.g., rural, metropolitan; sectional location)
3. Willingness to participate.

On-site interviews were conducted with representatives from each of the participating local education agencies during the months of February through May 1976. This final report represents the fourth and final phase, bringing together the findings, conclusions and recommendations.

A number of significant individuals were instrumental in the design, development and implementation of this study. Special appreciation is extended to the following staff members of the California State Department of Education: Mr. William Callahan, Consultant, Vocational Education Program Planning and Development, Vocational Education Support Unit; Dr. James Crandall, Coordinator of Vocational Education Research, for providing technical expertise, encouragement and guidance; Mr. Theodis Hawthorne, Consultant, Special Education/Vocational Education, Bureau of Educational Improvement for the Handicapped Special Education Support Unit, for encouraging, arranging and consulting on various study elements, from the initial conceptualization to the final documentation.

Mr. Rob Reilly, Publications Coordinator, Santa Barbara City College and Santa Barbara Community College District, as Project Editor, provided excellent reporting recommendations, and is responsible for the format of this publication.

Of critical significance, were the interested, enthusiastic representatives of the local education agencies (listed starting on page iv), without whom this study could not have been made.

The project director was ably assisted by a seven-member Advisory Committee, listed on page iii. Their technical expertise and recommendations in conducting the study were essential in assuring appropriate content and procedures.

A final note of appreciation is given to Ms. Kris Offut, Project Secretary, who managed many enabling details (e.g., room arrangments, travel itinerary, note typing and filing) so efficiently that a conducive working climate was established and maintained.

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Project Director
Interpretive Study:
Mainstreaming Vocational
Education for the
Handicapped in California
Secondary Schools

Advisory Committee

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Respondents

Participating Local Education Agencies in Structured/Interview Questionnaire 1975-76

District	*Representatives*
1. Fremont Union High Box F Sunnyvale, CA 94087	Dr. Adrian M. Stanga Assistant Superintendent Educational Services Phone: (408) 735-6126
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Summary

Program Characteristics

The successful mainstreaming programs reported in this interpretive study possessed several crucial characteristics in common. These included dedicated and committed personnel, supportive administrators, and involved business and community representatives.

An examination of Advisory/Coordinating Committees for the handicapped indicated that, while most districts had activities directed toward the needs of the handicapped, they did not have separate advisory/coordinating committees in Vocational Education for the Handicapped. The involvement level (committee membership) involving handicapped students in face-to-face continuity was minimal. Most respondents recognized the involvement of the handicapped as "highly desirable."

Surveys and Evaluations

Surveys and Evaluations primarily involved regular vocational education students. Districts utilized labor reports compiled by the U.S. Department of Labor in making job forecasts. Some respondents indicated that they did not wish to identify students by disabilities, but rather by skills and abilities.

Recruitment and promotional activities included presentations to service clubs, media reports (newspaper, television and radio). Involvement of Advisory Committee Members in promotional activities resulted in major program improvements.

Separate Job Market Analyses for the Handicapped need to be conducted as follow-up evaluations to determine reasons for success or lack of success, and program revision (Kay, et. al. p. 8).

All respondents indicated that formalized methods, tools and techniques were used in classifying individual students. Several local education agencies had comprehensive, diagnostic and prescriptive Vocational/Occupational Assessment Centers. Increased attention needs to be given to developing vocational centers where skills, abilities and interests are identified and nurtured (Kay, et. al. p. 9).

Review Teams

Multi-Disciplinary Team Reviews were used extensively by all respondents, particularly for psycho-educational assessment. It is highly recommended that local education agencies develop a system of periodic review in the vocational areas to provide an accountability-tracking approach to each handicapped student on an individualized basis (Kay, et. al., p. 9).

Respondent Findings

The respondents indicated that they used various *methods for determining the accomplishment of student goals*, including performance objectives, pre- and post-tests and analyses of competencies. The utilization of individualization of instruction is commendable, and is within the guidelines of both the *California Master Plan for Special Education* and *The Vocational Education Act of 1968.*

A review of the provisions for vocational education personnel and the special education personnel to plan and program for handicapped students revealed a direct relationship between the quality of Vocational Education, and the cooperative interchange by the respective staffs in designing, implementing and evaluating individual program plans.

Special instructional components, including special classes and centers, the Resource Specialist Program, and designated instruction and services (recommended in the California Master Plan for Special Education), are being utilized by the respondents.

Pre-Service/ In-Service Involvement

One of the weakest areas of the study was pre-service and in-service involvement by the participating districts. None of the respondents reported a cooperative program with an institution of higher education to prepare students in Vocational Education of the handicapped.

Apparently, few of the institutions of higher education in California have relevant preparation programs in Vocational/Career Special Education, and yet the California Master Plan for Special Education devotes Chapter 7 to *Personnel Planning and Development.* A number of respondents indicated that they needed personnel with expertise in both Special Education and Vocational Education; most teachers, coordinators and administrators in these assignments had learned their skills "on-the-job."

In-service programs were somewhat better; most involvement was based on attending conferences, workshops and informal activities. For in-service education, it is recommended that district personnel conduct an in-depth study of their Mainstreaming program, considering each of the major components in these guidelines, using consultants from the State Department, personnel from successful programs and key business and agency representatives. Chapter 7 of the *California Master Plan for Special Education* and the *Vocational Education Guidelines* provide pertinent suggestions for developing formal in-service programs.

Mainstreaming Effectiveness

This interpretive study of Mainstreaming guidelines and practices was encouraging and rewarding. While no district demonstrated accomplishment of all objectives stated in the guidelines, all districts reported significant Mainstreaming accomplishments. The status of effective Mainstreaming practices is a credit to all respondents.

Enthusiasm and willingness to go "the extra mile" for the handicapped was evident both in Vocational Education and Special Education. Outstanding personnel were in the forefront of every

***FINAL ADJUSTMENTS** are made on a charting project by a paraplegic student.*

successful program.

"Timing Factor"

Undoubtedly, a major contributing factor to the state of successful programming in these Local Education Agencies is the *"timing."* The Vocational Education Amendments of 1968 have provided a vehicle for Mainstreaming the handicapped. Districts are required to account for every student in their vocational programs; the law has also required that at least 10 per cent of the basic state grants be set aside for the handicapped, thus providing "stimulation and seed money" to assist individuals with handicaps to succeed in regular Vocational Education programs.

A second element in the "timing factor" has been the *California Master Plan for Special Education*, adopted by the State Board of Education January 10, 1974, which emphasizes: 1. Elimination of categorical labeling; 2. The least restrictive alternative (to promote maximum interaction between those receiving services and the general school population in a manner appropriate to the needs of both); and 3. Support components (including the School Appraisal Team and the Educational Assessment Service).

'Handicapped Children' Act

The "Education of all Handicapped Children Act" has been signed by President Ford. This is a significant landmark in the history of the handicapped. The law guarantees the educational rights of handicapped children and their parents; mandates individualized instruction plans for each child; and designates 1978 as the year when a state must provide appropriate education for all handicapped children (Closer Look, Winter 1976).

Public Law 94-142, provides for a reordering of Federal priorities in the use of revenues which will allow $3.16 billion to be made available for the education of handicapped children by the year 1982. The major provisions include (CEC-Update, April, 1976):

Major Provisions

1. The establishing of a formula by which the Federal Government makes a commitment to pay a gradually increasing percentage of excess costs involved in educating handicapped children, ages 3 to 21, in the public schools.

2. Allowing 12 per cent of children between the ages of 5 and 17 to be designated as handicapped for Federal allocations.

3. A large percentage of the money will go directly to local school districts.

4. An individualized, written education program will be required for each student served.

5. The law establishes a single line of authority within the state educational agency for the education of all handicapped.

6. Due process rights must be guaranteed.

7. Evaluation of the effectiveness of the mandated, individualized instruction is required.

The potential of $3.16 billion being made available by fiscal year 1982 is astounding when compared to the $110 million available for the current fiscal year (27.7 times more!). The implications for Mainstreaming the handicapped into Vocational Education are all encompassing when one considers that every provision of P.L. 94-142 is compatible with the *Guidelines for Serving the Handicapped under the Provisions for the Vocational Education Amendments of 1968.*

How Much Mainstreaming?

One final note concerning Mainstreaming: It is obvious that the degree and extent of Mainstreaming is going to vary from program to program, and from disability to disability. No single categorical answer can be made to the question of "how much Mainstreaming?" The answer depends upon the amount of severity, the type of program, and the availability of resources.

The phrase, "least restrictive environment," is more than a cliche; it becomes the operational plan, or *modus operandi* for each individual. This can best be illustrated by a comment made by one respondent: "We select the cooperative and interested vocational educators when we mainstream the handicapped. Not everyone is 'qualified,' or has the empathy."

Research & Rationale

Mainstreaming, as used in this study, refers to providing:

"the positive interactions between handicapped and non-handicapped children . . . the mildly and moderately retarded, the children with behavioral disorders, the children with language and learning problems, the children with orthopedic difficulties . . .are to be spending much of their time in regular classrooms . . . there must be massive efforts to work with their regular teachers, not to just 'instruct them' in the pedagogy of special education, but to share their feelings and understand their fears; to provide them with assistance and materials, and, in short, to assure their success." (E. Martin, 1974)

"Mainstreaming" Defined

The educational challenge of the century is to provide educational opportunity for all youth regardless of the type or severity of the handicap.

The Vocational Education Amendments of 1968 (P.L. 90-576) provide for the modification of programs and services needed to accommodate the needs of the handicapped by stipulating that a minimum of 10 per cent of Part B (P.L. 90-576) funds be expended on handicapped youth (California, 1972, p. 2).

In a free society everyone is assumed to have the right to work, and to make a contribution to society.

"Every individual must be given the opportunity to learn how to perform useful service. . . One of the priority goals of vocational education in California is to make available to every handicapped person in the state the opporutnity to learn an occupational skill in order to become a self-supporting member of society." (California 1972, p. 2).

Vocational Education Act

The Vocational Education Act of 1963 (P.L. 88-210) assigned priority emphasis to providing special services to persons with special needs so they may be more extensively and better served by Vocational Education. The Vocational Amendments of 1968 (P.L. 90-576) gave discretionary powers for expanded resources and program flexibility to state and local education agencies.

Vocational Amendments

Subsequently, the scope of the secondary schools' responsibility has been enlarged to include:

1. Offering broader vocational training to students.
2. Encouraging students to remain in school so they may complete their training.
3. Offering training and retraining to young adults (California, 1972, p. 2).

The intent of the act, with regard to the handicapped, is to provide Vocational Education and Special Education programs and services designed to enable them to achieve vocational education objectives that would otherwise extend their reach. This may be accomplished through one of the following:

1. Integrating handicapped students into regular Vocational Education programs to the extent that they are able to benefit from such programs, supplementing with Special Education services only as needed.
2. Providing special programs of vocational instruction, which meet the standards and requirements of regular Vocational Education when it is not possible for certain handicapped persons to fully benefit from regular Vocational Education.

In 1970, to provide illustrative definitions of the handicapped, the following appeared in the *Federal Register*:

'Handicapped' Defined

"(0) 'Handicapped persons,' means mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons, who, by reason of their handicapping condition, cannot succeed in a vocational or consumer and homemaking education program designed for persons without such handicaps; and who, for that reason, require special educational assistance, or a modified vocational or consumer and homemaking education program."

'Excepted Appointing Authority'

To provide the Severely Handicapped (which included physical impairments such as multiple handicaps, blindness, deafness, amputation, cerebral palsy, poliomelitis, paraplegia, quadraplegia, brain damage syndrome and epilepsy) a "fair chance" to qualify for careers in the Federal Government, the Civil Service Commission in 1964 approved a non-competitive "excepted appointing authority."

This authority permits agency personnel officers to substitute actual job performance for competitive testing (U.S. Civil Service, 1970. p. 6). By the end of June 1970, more than 700 people had been placed in Federal employment through the use of this authority.

According to the U.S. Civil Service Commission (U.S. Civil Service, 1970, p.3), job performances of the Severely Handicapped appointees were usually superior to those of non-handicapped employees doing the same kind of work. More than a third had received one or more promotions; more than half were rated as qualified for positions of greater responsibility. Little modification to work sites or job duties was required to accommodate the appointees due to their handicaps.

All too frequently, the public education system has denied responsibility for meeting the needs of exceptional children and youth. Some officials have convinced parents that suitable programs for their children cannot, or should not, be provided at public expense in the public school. This attitude is conveyed in the statuatory exemptions passed by the legislatures of 48 states and the District of Columbia for children who are physically, mentally or emotionally handicapped, or who "cannot profit from an education" (Children's Defense Fund, N.D. p. 92).

Children with special needs are frequently segregated from the mainstream in education. Their isolation has stigmatized them, and brought little education or training benefits.

Isolation of Handicapped

For all of the positive reasons for tailoring a segregated program to meet special needs, there are serious concerns about keeping these individuals isolated from the mainstream. Until there is contact between children with special needs and others, no one can sufficiently allay the fears, halt the stereotypes or eliminate the labels (Children's Defense Fund, N.D. p.93).

Equal Education Opportunities

Court reviews and litigations have reaffirmed the concept of public-supported educational opportunities for all children. Typical of this stance is the decision of the Court of Appeal, Fourth District, State of California in *Case vs. California*. On the issue of education for the handicapped, the court affirmed that it is "the uncontradicted proposition that it is the responsibility of the state to provide adequate and equal education opportunities for all children—handicapped or otherwise" (National Center for Law and the Handicapped, Inc., September 1974).

Rights of Handicapped

The right to treatment and community services has been emphasized by the National Center for Law and the Handicapped. Their major thrust is to provide settings that are *least restrictive* to the individual's personal freedom and liberty. Their five goals for all handicapped persons are:

1. The right to equal educational opportunity.
2. The right to quality care and treatment in residential facilities, and the right to live under conditions least restrictive to personal liberation.
3. The right to equal access to buildings, public transportation and public accommodations.
4. The right to equal opportunity to engage in employment.
5. The right to medical care and developmental services, from birth and throughout life.

Equal Opportunity

In 1971, the California State Legislature passed Assembly Bill 102, which stated:

"The legislature hereby recognizes that is is the policy of the people of the State of California to provide an educational opportunity to ***every individual*** *to the end that every student leaving school would be prepared to enter the world of work; that every student who graduates from any state-supported educational institution should have sufficient marketable skills for legitimate remunerative employment; and that every qualified and eligible adult citizen should be afforded an educational opportunity to become suitably employed in some remunerative field of employment" (California State Assembly, August 1971).*

Subsequently, the Los Angeles City Board of Education on October 28, 1971, committed the city schools to:

"... preventing as far as it is possible any student who is not prepared to enter the world of work from dropping out of high school, preparing each student who graduates with a salable skill for productive work, or with an academic background sufficient to successfully complete a college course, and offering every adult an educational opportunity which will ensure his appropriate employment."

Sidney Marland, former Secretary of Health Education and Welfare, has had a long and distinguished history of advocacy for Vocational and Career Education. As a contributor to *Career Education Perspective and Promise*, he stated:

Occupational Training Needs

> *"of those students currently in high school, only three out of ten will go on to academic college-level work. One-third of those will drop out before getting a baccalaureate degree. That means that eight out of ten present high school students should be getting occupational training of some sort. But only about two of these eight students are, in fact, getting such training. Consequently, half our high school students, a total of 1,500,000 a year, are being offered what amounts to irrelevant, general educational pap!"* (Marland, 1972, p. 36).

Project Objectives

Identifying the components of successful Mainstreaming practices is essential in implementing vocational opportunities that have been identified, legislated and mandated for the handicapped. Unfortunately, there often is a lapse of time between problem identification and program implementation.

This project was designed to identify Mainstreaming guidelines, examine promising practices, and encourage local education districts to develop effective programs.

The ultimate objective is to maximize social and vocational opportunities for the handicapped in the mainstream of society.

The term "mainstream," as used in this project, refers to the least restrictive environment for "individuals with exceptional needs." The term, "individuals with exceptional needs," refers to the four subclassifications which are used only for data collection and reporting purposes (California State Department of Education, 1974, p. 23):

Subclassifications

1. Communicatively Handicapped
2. Physically Handicapped
3. Learning Handicapped
4. Severely Handicapped

The Vocational Education Amendments of 1968 present an unlimited challenge for states and their local education agencies to provide special programs and services to ensure Vocational Education success for the handicapped. If practical plans to meet this challenge are to be developed, certain minimum information is imperative. For example, data on numbers of persons served, classified by handicap, are needed to permit evaluation and analysis of cost effectiveness (Kay, et. al. p. 3).

Special Assistance Needs

The basic criterion for receiving special services or program modification is the inability to succeed in a *regular* program without special assistance. Congress intended that special assistance be provided persons who have handicaps which prevent them from succeeding in a regular program without special assistance (Kay, et. al. p. 4).

The criteria of age in grade, test scores, academic performance, etc., are acceptable indicators of ability, or inability to succeed. The intent of the Vocational Education Amendments of 1968 is to provide ready access to vocational training or retraining for "persons of all ages in all communities." Each student should be given support and assistance to develop his abilities to the fullest (Kay, et. al. p. 5).

Services and remedial action must be designed or modified to overcome specific *effects* such as academic deficiencies or physical inabilities, as identified by teachers or counselors. The specific objective of the provisions under the Vocational Education Amendments of 1968 is to ensure Vocational Education success to all (Kay, et. al., p. 6).

Integration of Handicapped

Identification of the handicapped must confirm that individuals so identified are not succeeding, or cannot be expected to succeed, in a Vocational Education program without assistance. Whenever possible, persons identified as handicapped should be integrated into the regular Vocational Education program.

Ancillary or supportive services, needed to help a person succeed in these programs, may be provided by Federal Vocational Education funds, or by other cooperating agencies or organizations. Separate or modified Vocational Education programs for the handicapped should be established only when they are in the best interest of the students (Kay, et. al., p. 7).

The National Center for Law and the Handicapped provided the following summary of legal interpretations on Mainstreaming in a letter addressed to the Project Director from Paul Schweiger, Social Research Staff, November 4, 1975:

Legal Interpretation

"From a legal perspective, there are three basic principles variously required by constitution and statutes which lay a groundwork in the area:

1. That handicapped children are entitled to educational opportunities commensurate with those provided to non-handicapped children.

2. That handicapped children are entitled to an educational opportunity, variously defined in the statutes and cases as meeting their needs and maximizing their capabilities.

3. That handicapped children are entitled to educational placements which are least restrictive in terms of personal freedoms.

From a legal standpoint, the third component--least restrictive placement--is Mainstreaming" (See Appendix C).

Procedures: Providing Vocational Education for the Handicapped

Attributes of a Regular Vocational Education Program

The language used in the Vocational Education Amendments of 1968 required the U.S. Office of Education to develop a working statement for the term, *"regular vocational education program."*

One or more of the following attributes may apply to the requirements of a state in identifying a regular Vocational Education program (Kay, et. al., 1973, p.3):

Regular Program Attributes

1. A regular Vocational Education program is one that meets established standards within the rules and regulations of the State Board of Education and other certifying or licensing agencies.
2. A regular Vocational Education program has an established rate of progress which is expected of all students. The objectives of the program are identified in terms of specific occupational skills. Completion of the program usually depends upon the ability of the student to reach the program objectives within the specific period of time allotted.
3. A regular Vocational Education program usually has requirements, such as a specific grade level of reading ability, and of computational knowledge and skills, and the physical ability to use standard facilities and equipment.

Program Flexibility

The legislation and the regulation of the Vocational Education Amendments of 1968 provides that the criteria for success be determined by the states to allow maximum flexibility in determining who can qualify for these programs. Therefore, the measurement of "success," or "inability to succeed," varies among states, programs, courses within states and levels of instruction.

We are indebted to Evelyn R. Kay, Barbara H. Kemp and Frances G. Saunders for their publication, *Guidelines for Identifying, Classifying and Serving the Disadvantaged and Handicapped under the Vocational Education Amendments of 1968*, which established the criteria from which the following "Guidelines" and "Structured Interview/Questionnaire" were developed.

Special Services Criterion

Inability to Succeed in Regular Vocational Program(s): The basic criterion for receiving special services, or program modification, is the inability to succeed in a regular program without special assistance. The U.S. Congress intended that special assistance be provided to persons having disadvantages or handicaps which prevent them from succeeding in a regular program designed for the "normal" or average person. Using this criterion, a person *would not* be identified as handicapped unless the physical or mental disability prevents the individual from succeeding in the regular program.

If a person is succeeding, or can be expected to succeed, in a vocational program without special assistance, he/she should not be identified as handicapped.

Implementing Services/ Programs

Implementing Services and Programs: The basic premise for funding services and programs for the handicapped is that "persons of all ages in all communities" should have ready access to vocational training or retraining. Support and assistance should be provided, as necessary, to develop abilities of students, and to enable them to achieve success in the Vocational Education of their choice.

Ancillary Services

> *"Whenever possible, persons identified as handicapped should be integrated into the regular vocational education programs. Ancillary or supportive services needed to help a person to succeed should be provided by vocational education, special education, and/or by other cooperating agencies or organizations. Separate or modified vocational education programs should be provided only when they are in the best interest of the students" (Kay, et. al., 1973, p. 7).*

Federal Funding

The Vocational Education Amendments of 1968 stipulate the use of Federal funds for the purpose of assisting the handicapped to succeed in Vocational Education programs. The law provides that set-aside Federal funds shall be expended to assist the handicapped to succeed in a Vocational Education program. *These expenditures are separate from, and do not include, basic grant funds expended for a regular vocational education program.* Only services over and beyond those provided in regular programs can be considered special services, and may be supported by set-aside funds (Kay, et. al., 1973, pp.7-8).

The following services are examples of those that may be funded under the Vocational Education Amendments of 1968:

Advisory/ Coordinating Committee

1. **Advisory/Coordinating Committees:** Should be established to assist in formulating programs, provide liaison between the school and community, and support development of legislation through participation in local and state Coordinating Committees.

Membership should include: The handicapped, business and community leaders, agency personnel, high school and community college Vocational and Special Education instructors.

Surveys/ Evaluations

2. Surveys and Evaluations: Conducted by staff members or under contracts to:

2.1 Identify the handicapped population and the geographic areas in which they are concentrated.

2.2 Assess employment opportunities for handicapped youth and adults.

2.3 Assess the effectiveness of methods, materials, equipment and techniques used in providing Vocational Education programs.

2.4 Identify the agencies, organizations, or individuals involved with the handicapped, and the extent to which they provide Vocational Education.

Recruitment/ Promotion

3. Recruitment/Promotional Activities: Designed to reach handicapped persons and potential employers, and to develop community participation and support including:

3.1 Advertising through newspapers, television and radio announcements, posters, flyers, brochures and other visual media.

3.2 Speaking engagements with community groups, including local chapters of social welfare organizations.

Job Market Analysis

4. Job Market Analysis: Designed to locate jobs that the handicapped can perform, analyze job tasks and requisite skills, in terms of individual interests and abilities.

Identification of Handicapped

5. Identification of the Handicapped: Needed to identify and classify specific problems of individual students including:

5.1 Counseling and guidance services for students and their families,

5.2 Preparation of diagnostic and evaluation instruments.

5.3 Educational testing to determine academic level, interests and abilities.

5.4 Vocational or work evaluation.

Team Review

6. Multi-Disciplinary Team Review: Designed to assess individual student progress, and re-direct and/or redesign program to meet individual needs.

Student Goals

7. Methods for Determining Why an Individual Student Has Reached His/Her Goal: Develop a design utilizing instruments to identify the salient features of the program, which contribute to vocational success.

Program Development/ Analysis

8. Provisions for Vocational and Special Education Personnel to Analyze and Develop Programs for Students: Provide information concerning student progress and articulation of curriculum services with vocational preparation:

8.1 Formal case staffing.

8.2 Program planning, revisions and/or modifications.

8.3 Record-keeping, including individual program plan.

Staff Development

9. Staff Development: Preparing teachers to work with handicapped students:

9.1 Teacher preparation programs, with both pre-service and in-service involvement.

GESTURES OF JOY accompany this well-adjusted child on her trip to home.

9.2 Travel, per diem and salaries of faculty members attending seminars, conferences, workshops and special institutes.

Schedule Modification

10. Modification of Schedules: Providing additional time for faculty to assist handicapped students:

10.1 Extension of school day, week or year.

10.2 Addition of another semester.

10.3 Instruction on an individualized basis.

10.4 Flexible scheduling of students to permit idiosyncratic entry into and exit from programs, as appropriate with progress.

Curriculum Modification

11. Modification of Curriculum: Enabling individual students to continue in regular Vocational Education by assisting them to compensate for their handicaps:

11.1 Allocation of additional time to develop skills.

11.2 Specially designed workbooks or textbooks.

11.3 Analysis of tasks within occupations to identify needed modifications in instruction, equipment, or methods.

Curriculum Development

12. Development of Curriculum: To provide students with specifically designed programs to meet their individual needs:

12.1 Research, experimental and demonstration projects.

12.2 Contracts with consultants, specialists, or teachers.

12.3 Employment of instructors and curriculum specialists.

12.4 Individualized learning packages.

12.5 Orientation programs to observe various occupations.

12.6 Special supplies and instructional materials.

Equipment Modification

13. Modifications of Equipment for the Handicapped:

13.1 For the *Communicatively Handicapped:*

13.11 Printed rather than verbal instructions.

13.12 Signals keyed to sight rather than hearing.

13.13 Sound Amplification devices.

13.2 For the *Physically Handicapped:*

13.21 Instruction in Braille.

13.22 Large-print materials.

13.23 Signals keyed to hearing (e.g., buzzers, bells, etc.).

13.24 Special safety devices (e.g., guardrails, grit strips, etc.).

13.25 Adaptations of regular equipment (e.g., hand controls added to machines usually operated by foot controls).

13.26 Special desks and worktables for students in wheelchairs.

13.27 Ramps for students who cannot use chairs.

13.28 Shelves and electrical outlets within reach.

13.29 Appropriate restroom and corridor facilities (e.g., wide doors, handrails, wash basins, etc.)

13.3 For the *Learning Handicapped:*

13.31 Simplified equipment.

13.32 Simplified instruction guides and manuals.

13.4 For the *Severely Handicapped:*

13.41 Practical, experientially oriented curriculum.

13.42 Appropriate materials and facilities based on functioning levels of development.

Supplemental Educational Services

14. Supplemental Educational Services: To assist students in the regular or special vocational programs:

14.1 Psychological services to examine, diagnose, treat and evaluate emotional and mental problems.

14.2 Guidance and counseling services, including referral and follow-through.

14.3 Job placement services, including job funding and employment follow-up.

14.4 Tutorial services.

14.5 Transportation services (in addition to those provided regular students).

14.6 Family counseling services related to vocational programing for the student.

14.7 Special services, such as readers for the visually handicapped, interpreters for the communicatively handicapped and guide services to assist the physically handicapped.

Facilities

15. Facilities: For reaching and teaching handicapped students, including:

15.1 Purchase/rental and operation of mobile units to serve as classrooms, diagnostic centers, or counseling and guidance units.

15.2 Rental of non-public space to serve as classrooms in locations accessible to students.

15.3 Contracts with private nonprofit schools, which can provide programs and services which are not available in the public schools *(Federal Register,* Sec. 102.66, p. 7347, and Sec. 102.79, p. 7348).

Community Cooperation

16. Cooperation with the Business Community: To enlist support to achieve the goals of Vocational Education for the handicapped; job opportunities, teacher preparation and the upgrading

of skills:

16.1 Additional staff to coordinate, supervise and guide work experience or work-study programs.

16.2 Arrangements for summer jobs in private business firms for teachers to up-grade their knowledge and skills.

Cooperation with Other Agencies and Organizations

Services and programs for the handicapped are available through Federal, state and local public and private organizations. The *Federal Register* (Sec. 102.40—*Cooperative Arrangement*, p. 7342) specifically requires that the State provide cooperative arrangements with the public employment service system, state agencies responsible for the education of the handicapped, other agencies, organizations and institutions, and other States.

Cooperative Arrangement

The restrictions placed by Federal legislation on the use of Vocational Education funds are frequently less constraining if opportunities for cooperation with other agencies are energetically pursued and utilized.

External agencies and organizations are able to provide technical and financial resources enabling the handicapped student to succeed in a regular vocational program.

The following list provides examples of the types of organizations and agencies that are providing programs and services for the handicapped:

1. *Federal Agencies (State and Local Office):*

Federal Support

1.1 Department of Vocational Rehabilitation
1.2 Bureau of Indian Affairs
1.3 Immigration and Naturalization Services
1.4 Social Security Administration
1.5 Veterans Administration
1.6 Manpower Development and Training Administration
1.7 Jobs - National Alliance of Businessmen

2. *State Agencies (Local Offices):*

State Support

2.1 Governor's Committee for Employment of the Handicapped.
2.2 Department of Welfare.
2.3 State Agencies for the Blind.
2.4 State Agency for the Deaf.
2.5 State Department of Education (e.g., Vocational Education, Special Ed., ESEA Title B, ESEA Title III, Employment Development Department, etc.)

3. *Local Community* (Public and Private).

3.1 Parent-Teacher Association.
3.2 Private Nonprofit Schools and Workshops.
3.3 Interested Citizens (Advocacy).
3.4 Big Brother.
3.5 Young Men's Christian Association.

4. *Private Nonprofit Organizations.*

Private Support

4.1 Association for Retarded Citizens.
4.2 Association for the Blind.
4.3 Association for the Deaf.
4.4 Crippled Children's Society.
4.5 Goodwill Industries.
4.6 Regional Centers for the Developmentally Disabled.
4.7 Easter Seals Society.

5. *Business/Industrial Community:*

5.1 Civic organizations (e.g., Civitans, Kiwanis, Lions, Rotary, Elks, etc.)

5.2 Parents' organizations for Specific Handicaps (e.g., California Association for Neurologically Handicapped Children, etc.).

Business/ Industry Support

5.3 Health Professionals (e.g., physicians, psychologists, nurses, etc.).
5.4 Education Professionals (e.g., California Administrators of Special Education, California Association of Post Secondary Educators, Council for Exceptional Children, etc.).
5.6 Special Interest Groups (e.g., California Association of Physically Handicapped).

Project Guidelines

Mainstreaming Guidelines

The guidelines in this section have been developed through the use of federal reports and related research, and responses from the participating districts to provide step-by-step procedural approaches for *mainstreaming the handicapped in vocational education.*

Advisory/ Coordinating Committee

1. Advisory/coordinating committees should be established to assist in formulating policies, developing programs, provide liaison between the school and the community, and support legislative activities through participation in local, regional and state coodinating committees.

Membership should include the handicapped (both students and graduates), business and community leaders, agency personnel, high school and community college vocational and special education instructors.

1.1 The advisory/coordinating committee for the handicapped includes the Director of Vocational Education, the Director of the Regional Occupational Program and the Special Education Vocational Counselor (Appendix C, 1.1).

1.2 The advisory/coordinating committee for the handicapped includes lay citizens, school administrators and handicapped students. Its roles and functions include administrative program arrangements and articulation with the district vocational education advisory committee (Appendix C, 1.8).

1.3 The coordinator of Special Education Work-Study is the chairman; community agencies and businesses represented are: California State Department of Rehabilitation, Manpower Agency (CETA), Bank of America, Regional Occupation Program, Delinquency Prevention, County Probation Department, County Special Education Programs, Wells Fargo Bank, County Department of Social Welfare, Avco Savings, U.S. Civil Service, and the Armed Forces (Appendix C, 1.9).

Surveys/ Evaluations

2. Program surveys and evaluations should be conducted to identify the handicapped population, and to obtain demographic information for planning and financing; to assess employment opportunities for the handicapped; to develop appropriate vocational training programs; to assess the effectiveness of methods, materials, equipment and techniques used; and to identify the agencies, organizations or individuals involved with the handicapped and the extent to which they provide vocational education.

2.1 Surveys and evaluations have been conducted in each local school by the local organization for the retarded and the American Institute of Research (Appendix C, 2.1).

2.2 Follow-up evaluations are conducted one and two years after graduation to determine program graduates' successes (Appendix C, 2.7).

2.3 Comprehensive data banks have been developed by the (district's) Evaluation and Research Office (Appendix C, 2.8).

2.4 Outside consultants conducted a survey for career development information and role and function definitions, as defined in the *California Master Plan for Special Education* (Appendix C, 2.10).

Recruitment/ Promotion

3. Recruitment and Promotional Activities should be designed to reach handicapped persons and potential employers, and to develop community participation and support. Announcements through newspapers, television and radio, posters, flyers, brochures and other visual media can be used to publicize the program. Speaking engagements with community groups are highly recommended. All recruitment and promotional activities should be coordinated, monitored and recorded by a designated district staff representative. Emphasis should be on student participation and staff involvement in vocational education.

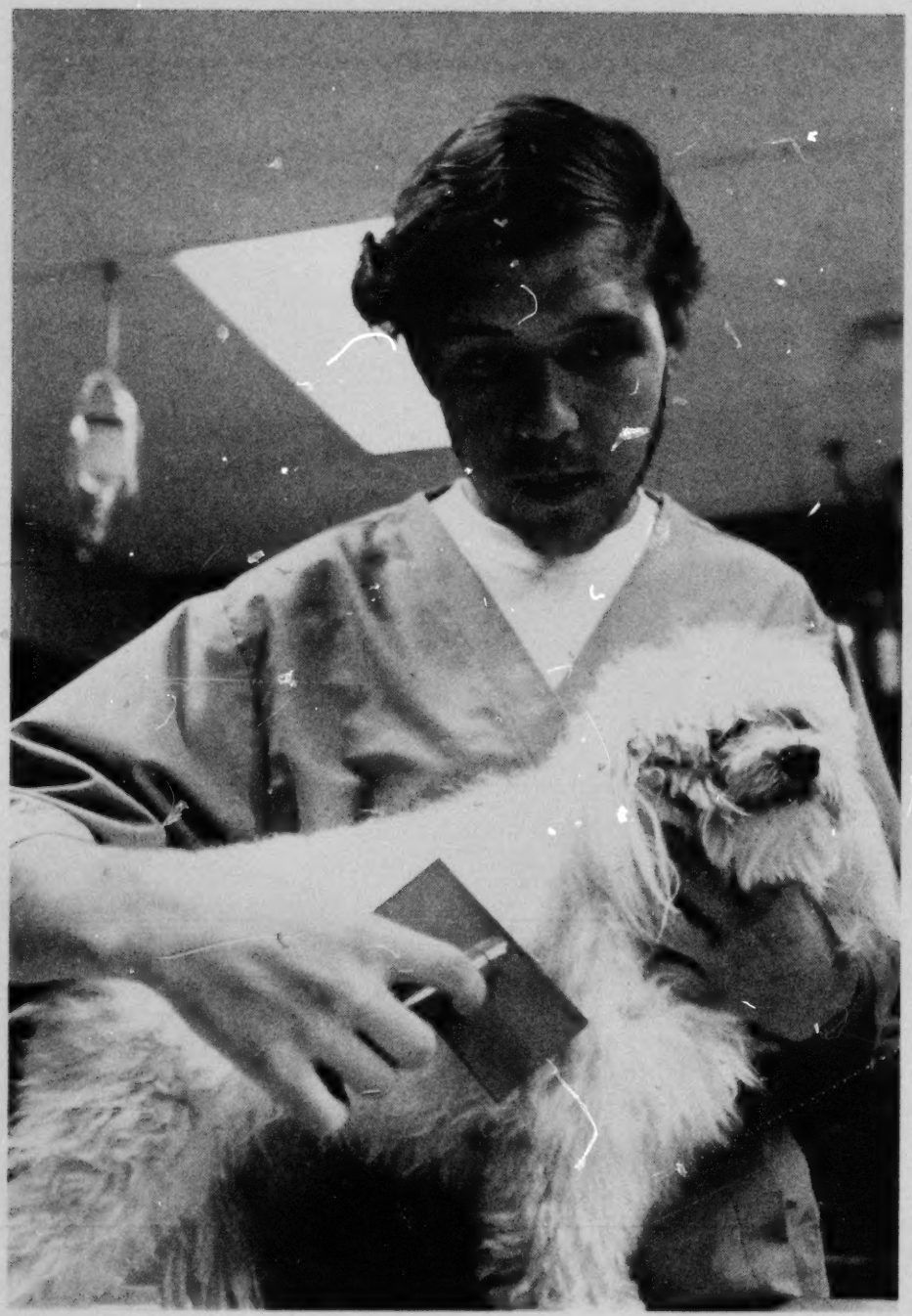
The Work Experience Coordinator for the Handicapped speaks to business and industrial leaders concerning student placement, and provides liaison with the Enabler Program at the community college (Appendix C, 3.2).

A speakers bureau has been organized by the Director of Special Education. Several hundred articles have been printed in the local newspaper. Radio and television programs, highlighting student participation, have been presented. A member of the vocational advisory committee organized weekly radio presentations on programs for the handicapped (Appendix C, 3.5).

The Coordinator of Occupational Education for the Handicapped serves on advisory committees for the community colleges and the Governor's Committee for Employing the Handicapped (Appendix C, 3.8).

Job Market Analyses

4. Job market analyses, designed to locate jobs the handicapped can perform, should include the analyses of individual requisite skills and abilities. It is important that stereotyping



***PATIENT HANDS** of a blind vocational training student lovingly brush a freshly-bathed poodle.*

does not preclude specific vocational training, e.g., "all educable mentally retarded make good dishwashers"; "orthopedically handicapped are good candidates for secretarial training."

Regional Occupation Programs are developing job market analyses surveys (Appendix C, 4.9). The Community College Enabler Program is becoming increasingly involved in this phase (Appendix C, 4.10).

5. Identification of the handicapped is necessary for identifying and classifying specific problems of individual students. For legal purposes, students with special educational needs should be designated as "individuals with exceptional needs." This designation includes only those students whose educational needs cannot be met by the regular school program, and who will benefit from special instruction and/or services (California Master Plan in Special Education, 1974, p.23).

Problem Identification/ Programming

Types of services that should be provided include: counseling services for students and/or their families, preparation of diagnostic and evaluation tools, educational testing to determine academic levels, interests and abilities, and vocational or work evaluation.

Psychological, medical, social and academic histories are compiled for each student. Observation of students in class and on the job training provides additional information concerning student needs, interests and abilities (Appendix C, 5.1).

The occupational centers provide diagnostic and prescriptive services in vocational education (Appendix C, 5.8). The Skill Development and Discovery Center for Vocational Education provides the handicapped with an examination of the worker's role through analyses of their potential, interests, selection of an area of work, and placement in exploratory modes. The prescription for skills "hits with 96 per cent accuracy" (Appendix C, 5.9).

Team Reviews

6.Multi-disciplinary team reviews are essential for assessing individual student progress, directing, redirecting and/or redesigning programs to meet individual needs. A system of record-keeping, scheduled reviews, and continuous monitoring of individual progress is required by both federal and state regulations.

Comprenencive Planning Agencies (participants in the California Master Plan for Special Education) are required to have School Appraisal Teams to plan, implement and evaluate student progress at least twice a year (Appendix C, 6.6).

A review process is provided for every student in the program. The review team consists of the Vocational Counselor, Speech Therapist, administrator and teacher(s) (Appendix C, 6.7).

The multi-disciplinary team review includes *Assessment* (self-awareness), *Aptitude* (psychological profile and pre-vocational assessments), *Interest* (pre-vocational and vocational skills), *Pre-employment* (career cluster exploration), *Interview Skills* (personal data, application procedures), *Job Placement* (competency review), *Follow-up* (supervision), *Related Learning* (re-cycling academics), and *Records* (monitoring/evaluation) (Appendix C, 6.9).

Student Goals

7. Methods for determining why an individual student accomplished his/her goals is an essential component of vocational education for the handicapped. The program should have a design utilizing instruments to identify salient features which directly relate to student success. Significant elements of this guideline include behavioral objectives, competencies and accountability.

Pre-to-post test analyses of behavioral objectives are used to determine why students placed off campus are succeeding (Appendix C, 7.2).

Students cannot proceed until they have successfully completed the minimal competencies within a vocational area; they must pass performance objectives at prescribed levels. The determination concerning *why* a student accomplished his/her goals is the analysis of the match to successful placement (Appendix C, 7.5).

Formal planning begins when the Coordinator of Special Education Work-Study advises students on work-study and work training opportunities. Individual goals are established at the beginning of the year; continuous progress reviews determine if the student is meeting the objectives (Appendix C, 7.10).

Student Planning/ Programming

8. Providing for vocational education and special education personnel to plan and program for students is necessary for exchanging information on student progress, articulating curriculum services, and evaluating performance. Important components include formal case staffing, program planning, revising and/or modifying and record-keeping (including an individualized program plan).

Provisions include formal case staffing, program planning, revisions and/or modifications and record keeping, including individual program plans (Appendix C, 8.2). Formal case staffing, counseling, testing, diagnoses and tutoring in the Adolescent-Child Study Center are used to provide communication between vocational and special education personnel. Additional processes include program planning, designing objectives, planning activities, and developing evaluation processes with the individual program plan (Appendix C, 8.5).

The Resource Specialist program provides instructional planning, special instruction, tutorial assistance and other services to individuals in regular classrooms and special programs in each school (Appendix C, 8.6).

In one high school, the vocational education teachers require case staffings of handicapped students before they are accepted into vocational classes. Deaf students have an interpreter who accompanies them into auto-body and building trades classes (Appendix C, 8.7).

Staff Development

9. Staff development is required to prepare teachers to work effectively with handicapped students. Important components include pre-service and in-service teacher preparation. All teachers should have basic competencies in their credential preparation, for understanding the needs of the handicapped, referral processes, and programing options *(California Master Plan for Special Education*, 1974).

Cooperative agreements for field placements of students in special education and vocational education should be arranged between local education agencies and institutions of higher education. If colleges and universities, which prepare personnel to work with the handicapped, do not have appropriate preparation programs for either vocational or special education, they should be

encouraged by local educational agencies to develop them.

In-Service Activities

In-service activities should focus directly on the district program, and be both developmental and projective in nature. In-depth study of the district program and the provisions for mainstreaming are highly desirable. Seminars, conferences, workshops and special institutes, when they are appropriately designed to "fit" the district plan, can provide facilitating mechanisms.

Teachers have been involved in curriculum development during the summer; auto-shop and special education teachers modified the auto-shop curriculum for the handicapped. The business education and special education teachers designed a district-level curriculum for the handicapped (Appendix C, 9.1).

Personnel participated in the Kern High School Career Training Center Dissemination Workshops. Working with special boxes of handiman tools, selected special education teachers have been taught, through weekly in-service sessions, how to do vocational-type projects with their students. Teachers attended a conference conducted by city municipal utilities (Appendix C, 9.4).

Through a county-directed EHA Title VI-B Project, workshops to increase vocational teacher awareness and understanding of handicapped student needs and services in vocational education were conducted (Appendix C, 9.7).

In-Service Education

In-service education is accomplished through mainstreaming approaches. The career counselors work directly with the teachers to provide internal support. The emphasis is on identifying and developing a support system (Appendix C, 9.8).

The Coordinator of Special Education Work-Study speaks to new teachers and conducts in-service on a one-to-one basis. Vocational educators are sent to conferences on exceptional children and youth (Appendix C, 9.10).

Schedule Modification

10. Modification of schedules is needed to provide additional time for faculty to assist handicapped students in planning, developing and supervising work-study programs. Enabling activities include extending the school day, week, or year, adding another semester, individualizing instruction, flexible scheduling of students to permit entry into and exit from programs, as appropriate with individual needs and progress.

Schedule Flexibility

The emphasis should be on total scheduling flexibility; teachers should be encouraged to develop cooperative programs, including arranging for jobs. Jobs come first, academics second (Appendix C, 10.1).

The district conducts a summer work experience program for the handicapped, and use an extended school day (Appendix C, 10.4).

The time in vocational training should be modified, based on student needs and performance. All special education students should have individualized programs, all vocational programs provide flexible student entry and exit (Appendix C, 10.5).

Graduates come back for more training. Summer schools, summer camping programs and summer work experiences are provided. Designated Instructional Services (a provision of the California Master Plan on Special Education) are provided by specialists for the handicapped in regular vocational classes. Flexible scheduling in the regional occupational program allows students to work and train, as individual needs are identified (Appendix C, 10.6).

Special education teachers individualize schedules and instructional opportunities for the mainstreamed handicapped students when they are moved into vocational education (Appendix C, 10.9).

The mainstreaming program has its basis in flexibility and individualization for students. Each year, waivers are requested for a minimum school day. Special education teachers are encouraged to build their schedules around the master schedule, and to provide time for preparation and supervision of Work-Study (Appendix C, 10.10).

Curriculum Modification

11. Curriculum modification is necessary to enable individual students to enter and continue in regular vocational education programs. Enabling activities include the allocation of additional time to develop skills, utilization of specially designed workbooks or textbooks, and the analysis of tasks within occupations to identify needed modifications in instruction, equipment, or methods.

Curriculum modifications include slowing the pace of learning increments, and providing support systems such as tape recorders, and having tests read to students by aides in history and other subjects. The "slow learners" enrolled in regular typing classes are allowed to move slower than the standard progress patterns (Appendix C, 11.3).

By selecting those vocational teachers who are interested in the handicapped, modifications in the curriculum are achieved (Appendix C, 11.4).

An updating of curriculum objectives occurs yearly. Specially designed textbooks and workbooks are required. Classes that require additional support are assisted, e.g., the learning handicapped require three to four times the number of welding rods and other materials in vocational welding (Appendix C, 11.5).

Additional specially designed textbooks are provided; tasks within an occupation are analyzed to

identify needed modifications (Appendix C, 11.6). A modified Home Repair Class was designed for the handicapped; the vocational counselor modifies tests. Slide shows are used with the communicatively handicapped to instruct them in vocational education (Appendix C, 11.7).

The *Project Worker Program* emphasizes non-verbal approaches through performance, "hands-on," criterion-referenced skill development (Appendix C, 11.9).

Curriculum Development

12. The development of curriculum is required to provide students with a specially designed program to meet individual needs. Curriculum development includes research, experimental and demonstration projects; contractual arrangements with consultants, specialists or teachers; employment of teachers and curriculum specialists; individualized learning packages; orientation programs to observe various occupations and special supplies and equipment.

Field trips to the Air Force Base provide orientation to work and work-study sites for parents and students (Appendix C, 12.4). Released time is provided for the Chief Coordinator to conduct paid work experience for learning handicapped students at the Air Force Base. Individualized learning packages are developed by vocational and special education teachers.

Orientation presentations expose students to many occupations. Visually handicapped students are scheduled into bakeries, catering services, newspaper publishers and hospitals to observe these occupations first hand. Regularly scheduled orientation seminars are provided for career awareness (Appendix C, 12.5.).

Mainstreaming, as a research, experimental and demonstration program, started with vocational education funds (Appendix C, 12.8).

Through ESEA Title III and EHA Title VIB projects, teachers are "freed-up" to develop learning activity packages for handicapped students (Appendix C, 12.9).

Equipment Modification

13. Modifications of equipment for the handicapped should be provided to facilitate vocational education. *Modifications for the Communicatively Handicapped* include: printed rather than verbal instructions, signals keyed to sight rather than hearing, and sound amplification devices. *Modifications for the Physically Handicapped* include: instruction in Braille, large-print materials, signals keyed to hearing rather than sight, special safety devices, adaptations of regular equipment, special desks and worktables, ramps, specially equipped restrooms and handrails in washroom and corridors.

Modifications for the Learning Handicapped include: Simplified equipment and simplified instruction guides and manuals.

Modifications for the Severely Handicapped include: special jigs and simple mock-ups.

Modifications of equipment reported by respondents for the Communicatively Handicapped include: audio-visual tape/slide presentations, special telephones to read teletype messages, amplifiers on telephones, use of signing, in addition to oral communication, listening posts and tape recorders (Appendix C).

Equipment Modifications

Modifications of equipment for Physically Handicapped include: Braille and large print materials for instruction, ramps, signals keyed to hearing, adaptations of regular equipment (e.g., hand controls replacing foot controls and worktables for students in wheel chairs), electronic reading devices (Opticon), adaptive transportation (e.g., power lifts, hoists), modified electric typewriters, and special drafting tables (Appendix C).

Modifications of equipment for the Learning Handicapped include: the use of practical equipment in place of printed information (e.g., typewriters, tape recorders, listening posts, adding machines and calculators). Visual displays were designed by teachers for step-by-step instruction. Mock-ups were used for learning electronic assembly work (Appendix C).

Modifications of equipment for the Severely Handicapped include: the use of teacher-designed unique adaptations of equipment for assembly tasks, special jigs for drilling and sawing, and making windows for bakery boxes (Appendix C).

Supplemental Educational Services

14. Supplemental Educational Services are needed to assist students in the mainstreaming processes. These services include: psychological services to test, diagnose and evaluate emotional and mental problems; guidance and counseling services; job placement services, tutorial services; transportation services; family counseling; and special services such as readers, interpreters and guides.

Psychological services are provided to test, diagnose and evaluate emotional and mental problems. Guidance and counseling services include referral to vocational education and follow-up to monitor student progress. Transportation is provided to and from work stations. Vocational rehabilitation services are provided in conjunction with instruction and counseling (Appendix C, 14.2).

Interpreters for the deaf and hard of hearing students are provided; aides assist students as they are transitioned into vocational education (Appendix C, 14.7).

Facility Requirements

15. Facilities are required for reaching and teaching handicapped students in vocational education. These include: purchase (or rental) and operation of mobile units to serve as classrooms, diagnostic centers, or counseling and guidance units; rental of non-public space to serve as classrooms in locations accessible to students; and contracts with private, nonprofit schools which can provide appropriate programs and services (Federal Register, Sec. 102.66, p. 7347, and

Sec. 102.79, p. 7348).

The purchase of a home-making room for handicapped students enables them to develop the pre-requisite skills for mainstreaming (Appendix C, 15.2).

The rental of space and equipment for home economics from a church and a contract with a beauty academy for cosmetology training enable the handicapped to be mainstreamed into vocational education (Appendix C, 15.5).

Sheltered workshops provide work stations for all handicap classifications (Appendix C, 15.6). The regional occupation program provides a mobile van for custodial and housekeeping services (Appendix C, 15.7).

Business Cooperation

16. Cooperation with the business community is essential for enlisting the necessary support to achieve the goals of vocational education for the handicapped, job opportunities, teacher preparation and the upgrading of skills.

The business community cooperates in the work experience program where the students train, receive credit for skill development, and are in part-time employment. A "Good Grooming" unit has been developed and such standards are taught by personnel from Rhodes Department Store (Appendix C, 16.3).

The business community is a partner for job training and placement in fast food operations, car washes, city and county government, and other places of employment. Representatives from the business world serve on the advisory committee, and operate an effective public relations program (Appendix C, 16.5).

Business people are employed to assist in the vocational education of the handicapped; a full-time instructor is employed in *Direct Instructional Services* to assist in mainstreaming (Appendix C, 16.6).

The Trainable Mentally Retarded work at a thrift store operated by a private, nonprofit organization. A doughnut shop, established by a private benefactor, is staffed by handicapped students (Appendix C, 16.7).

TRW provides an instructor for the mock (industrial) plant. Hughes Aircraft provides advisers, and furnishes reject materials for the mock plant, which trains mentally retarded. Teachers are taught by field specialists; they, in turn, train other teachers to teach students in vocational skill development (Appendix C, 16.8).

Community Cooperation

17. Cooperation with other agencies and organizations is essential for comprehensive vocational preparation of the handicapped. Some services and programs for the handicapped are available through federal, state or local public and private organizations.

The *Federal Register* (Sec. 102.40—Cooperative Arrangement, p. 7342) specifically requires that the State provide cooperative arrangements with the public employment service system; with State agencies responsible for the education of the handicapped; with other agencies, organizations and institutions; and with other states.

The most economic and efficient means of overcoming handicapping conditions is through the cooperative efforts of all agencies involved. When opportunities for cooperation with other agencies are pursued and utilized, technical and financial resources enable handicapped students to succeed in regular vocational programs.

The agencies and organizations that were reported by the respondents as cooperating in vocational education programs for the handicapped were:

National/Federal

National Alliance of Businessmen
Federal Government Employment Office
Community Action Program
Comprehensive Employment Training Act
Vocational Education Act (Parts A,B,F,C,H)
Veterans Affairs
Social Security Administration
Bureau of Indian Affairs
Vocational Rehabilitation (Act)
Military Installations
Civil Service

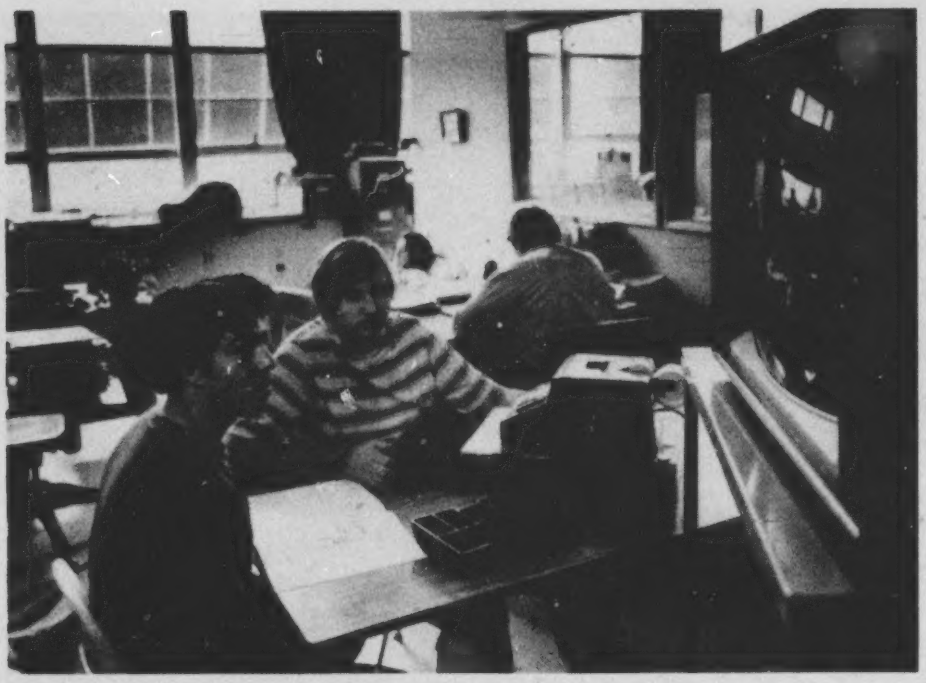
State

Department of Welfare
Department of Health
Agency for the Blind
Agency for the Deaf
Department of Education
State Personnel Board

Governor's Committee for the Employment of the Handicapped
State Education Surplus Properties
Employment Development Department
Department of Vocational Rehabilitation

Local

Youth Employment Service
Chamber of Commerce
Community Colleges (Enabler Programs)
County Mental Health Programs
County Probation Department
Regional Occupational Centers
Comprehensive Planning Agencies
Parent-Teacher Associations (and Parent Groups)
Industry Education Council



CASHIERING SKILLS are taught by means of audio-visual monitoring.

Private Nonprofit

Crippled Children's Society
Easter Seals Society
Goodwill Industries
National Association for Retarded Citizens
California Association for the Retarded
Regional Centers for the Developmentally Disabled
Boys and Girls Aid Society
Hope for the Retarded
Sheltered Workshops
Townhouse Foundation

Business and Industrial

Hewlitt Packard
Sears
Pacific Telephone and Telegraph
MacDonalds
Emporium

Rhodes Department Stores
Jack-in-the-Box
Sambos
Kaweah-Delta Hospital
Ceasares Auto (Body and Paint Shop)
Kramer Carton Company
State Cafeteria
Payless
Vision Conservation Institute
Society for the Prevention of Cruelty to Animals
Trade and Labor Unions
Safeway
Lucky Markets
Grossmont Community Hospital
Taco Bell

Special Interest Groups

Young Men's Christian Association
Young Women's Christian Association
Volunteers in Public Schools
California Association for Neurologically Handicapped Children
Boys' Club of America
Big Brother
Big Sister
Santa Clara Nurses Association

Citizen Organizations

Elks
Lions
Kiwanis
Civitan
Optimists
Rotary International
American Association of University Women

Major Program Strengths

18. Major Program Strengths and Unique Characteristics of the Mainstreaming Program: The following section represents the participating district responses concerning the combination of specific characteristics, or factors, contributing to success in Vocational Education. The turning point, or acceleration, of programs is usually brought about by special events, actions, or factors which could be labeled unique characteristics.

18.1 Flexibility of the teachers' time in arranging for jobs and follow-up; building the self-confidence of students; improvement in the identification of student needs; improving student skills without failure factor; assisting students to become self-sustaining adults.

The program for the multi-handicapped brings a variety of expertise; harmonious cooperation between Special Education and Vocational Education teachers. Students' concern about succeeding is constant and continuous; acceptance of other students to handicapped on-campus jobs.

Program Strengths

18.2 Good to excellent quality staff, dedicated to the concepts of Vocational Education for the handicapped; new and improved facilities. Administration is supportive, allowing teachers to develop their own program, and encouraging Mainstreaming.

Counseling Department is interested, and provides good assistance.

Funding has been adequate. The school board is deeply involved and interested in Mainstreaming the handicapped into Vocational Education, whenever possible.

18.3 Program stability is due to historical growth and appropriate staff specialists, including specialist in Vocational Education of the handicapped, and specialist for work-experience for the handicapped.

The Director of Vocational Education works closely with the specialists to make the program run successfully. Included are facilities, vans and resource rooms. Ninety per cent of the disadvantaged students get summer employment at the Air Force Base.

Funding from Vocational Education and the Comprehensive Plan for Special Education have enabled us to provide for program needs. EHA Part-B Project for $50,000 provides: 1. Resource teacher; 2. salary for two Vocational Education teachers (half-time basis); and 3. full-time aides.

Work-Study Program

18.4 The Work-Study program provides for realistic student needs on an individual basis including career counseling, matching of skills and abilities to jobs, early orientation to the world of

work, followed by work experience and placement in jobs for pay.

The staff have vocational interests, and want to learn more; good in-service.

Facilities include complete woodshop for Special Education (with open enrollment), horticulture and farm programs. The Regional Occupation Program, Vocational Education, Special Education and special programs work closely together.

Finances are planned and budgeted cooperatively by the coordinators of Vocational Education and Special Education.

18.5 Special Education personnel are working in harmony with vocational educators and other resource personnel in the interest of individual students. The staff is the strength of the program.

State Support

Excellent support comes from the State Department of Education: Gordon Hayes—Deaf; Fred Sinclair—Blind and Partially Sighted; Ted Hawthorne—Vocational Education for the Handicapped; Fred Hanson—Educable Mentally Retarded; Winnie Backman—Multi-Handicapped; and Jim Crandall and Don Fowles from the Vocational Education Support Unit.

The district administration supports the program philosophically, in practice, and financially. Due to the proximity to Sacramento and Travis Air Base, we enjoy excellent cooperation and services.

Master Plan District

18.6 We have had a $1 million project as one of six areas in California involved in implementing the *Master Plan for Special Education*. We have many applicants for few positions, therefore, we can select the top three to five per cent.

Facilities are excellent and students with exceptional needs get special assistance through Designated Instructional Services.

Special Education Programs

18.7 All Special Education programs are on regular campuses, and Mainstreaming is an integral component of the program; normal high school students work in Special Education classrooms; administration of Vocational Education for the handicapped is under Special Education. The staff have uniquely appropriate qualifications, and are willing to try different approaches. The Special Education Vocational Counselor realistically plans with students, and is not hampered by a teaching load.

Effective public and professional relations exist with local school administrators. Eighty to ninety Special Education personnel work together as a unit. The Worktraining Center constitutes a resource for many program elements. We individualize programs for students, regardless of handicaps, according to their abilities.

Program Strengths

18.8 The major strengths of this program are the ability to serve populations that we have never served before; keeping students in school who previously were unacceptable, and assisting them to complete their education; and follow-up with adult education for the handicapped. Placement service for the handicapped provides closure.

Behavior and social skills are emphasized because they are more important than the technical skills. Leadership is always available, and staff is committed and dedicated. They are able to articulate Special Education and occupational needs to establish effective working relationships. They have business and industrial arts backgrounds; they know what the world of work is all about.

Staff/Selection Placement

Selection and placement of staff is extremely important—"right person for the right job." Everybody has a duty statement outlining the roles and responsibilities of the position. Each person has the ability and flexibility to follow through the closure.

Program Cooperation/ Articulation

18.9 Cooperation and program articulation at the district level between Special Education and Vocational Education has been a key factor in the success of district Mainstreaming. We have been mainstreaming for years; receptivity and commitment at the building levels; and closure on mutual services for students.

Stimulation monies (e.g., Part B Vocational Education and EHA Title VIB) have enabled us to free people to develop appropriate materials and techniques.

Both the school board and central administration have been supportive. Key individuals in Vocational Education and Special Education are motivated; department chairpersons are full-time; personnel want to do things for students; and Regional Occupation Program chief administrator (former district Coordinator of Vocational Education) helps mesh the programs.

Individualized Assessment

18.10 Individualized vocational assessment has enabled program planning to occur; position roles and responsibilities defined (e.g., Coordinator of Special Education Work-study) with district-level recognition; and outstanding cooperation between Vocational and Special Education. The business community displays interest and concern; and excellent cooperation with regular work experience coordinators who work together and compliment each other. District-level administrative support and school level administrative support is excellent.

Inter-and intra-agency cooperation assists in meeting individual student needs; all aspects of the program are continuously monitored.

19. The Community's Response to Mainstreaming:

Community Response

19.1 We have a job to do on informing the community on what the problems are. We are just beginning to break the barrier concerning the attitude of the "two islands" (school and community).

19.2 The community is neutral,we just do our work in Mainstreaming (which is increasingly becoming a part of life). We must not lose sight of the fact that exceptional students need their core programs, however, we need to mount a comprehensive public relations sensitivity and awareness program.

Community Response

19.3 The parents are receptive but the community, as a whole, doesn't know anything about it, and could care less.

The California Association for Neurologically Handicapped is "super supportive" of the *California Master Plan for Special Education* and the Mainstreaming concepts. "I have experienced six years of excellent community support in training the handicapped."

19.4 No problem exists; the Regional Occupational Program helps. The teachers demonstrate empathy toward the handicapped student. The community responds favorably from what little they know.

19.5 Nothing negative—they are primarily unaware of program elements. Personnel at Travis Air Force Base would rather work with the handicapped than the "normals," to make them self-productive and get them off welfare and social service.

19.6 This district has had a history of integrating Special Education students into regular education. Teachers in Vocational Education are now getting together with Special Education teachers and the Designated Instructional Services, and are rapidly becoming an effective liaison link with the community.

Student Integration

We could, however, use a formalized public relations/information program.

19.7 The community's attitude is one of acceptance. Many foster homes in the area are accepting retarded adult graduates. The emotionally disturbed are a bigger problem.

19.8 Those elements of the community who are aware of the program are exceedingly appreciative. Parents of individuals who have been helped are among our strongest advocates. Agencies are interested and want to be involved.

The time is right (e.g., legislation, judicial interpretation) for mandating and Mainstreaming. Greater public awareness is needed.

19.9 The community at large doesn't fully realize that Mainstreaming is occuring—it just happens.

19.10 Many in the community do not understand the Mainstreaming concept, or have accepted it as operational procedure in the district. We have been Mainstreaming for years, as it has always been our policy. Those (components) which are involved are interested and supportive.

Concept Clarity

20. The Major Barriers that Impede Vocational Development of the Handicapped:

Major Barriers

20.1 *Administrative*

20.11 Too much emphasis is placed on the college preparatory programs. Public education must be available for all students; professional educators must have a philosophy that education is for social skills and economic efficiency.

20.12 The greatest barrier is time to develop, implement and evaluate program; to help students and graduates find employment; more time for administration of programs; and definitions of roles and functions.

20.13 Administrative support is occasional and sporadic by some of the principals (e.g., unrealistic caution that "handicapped might get hurt"). Administration feels that Mainstreaming takes too much time.

20.14 No problems—administration is supportive and offers encouragement.

20.15 The administration has been slow to recognize handicapped students' needs to develop salable skills; and need to provide more time for administration of Mainstreaming of the handicapped.

20.16 The administration, although lacking in complete program understanding and needs, is basically supportive.

20.17 The administration lacks knowledge concerning the handicapped; ambivalent attitude prevails among school board members. Local site administrators do not have administrative control, or program responsibilities, for their campuses.

Administrative Uncertainty

20.18 The major administrative barrier has been the lack of acceptance by our administrators. Internally, the emphasis had been placed on academics—the handicapped have been viewed as less than capable; limited perception of what the handicapped can do.

Administrative Barriers

20.19 Little or no coordination exists at the State level between Special Education and Vocational Education.

20.20 No administrative barriers exist in this district.

20.2 Financial

20.21 More money is needed for adaptive/flexible transportation; more funds for special equipment; more staff for Mainstreaming, program articulation and individualization of instructors.

Mainstreaming does not cost less, it is more expensive.

20.22 Need more seed money. When funds are committed to special needs, choices are limited (e.g., if you employ an aide, you cannot afford in-services, transportation).

Funding

20.23 Finances are always a problem; there are no mandated funds for vocational programs for students with handicaps. "We must have a career program for the handicapped that is mandated." If you don't have adequate funding from Vocational Education, there will be no program. This entire program has been on a shaky financial base.

20.24 Transportation is a real problem, need more buses and drivers; more supplies and equipment are needed, including audio-visual; and field trip support.

20.25 The state eliminated the 10 per cent of monies set aside in Vocational Education for the handicapped; the State does not earmark Special Education funds for vocational programs for the handicapped. Facilities constitute our major problem, physical plants are limited in availability and suitability.

District Funding

20.26 Because this district is funded through the *California Master Plan for Special Education* for $1 million, we do not have existing financial problems.

20.27 The funding formulas are inadequate, and have failed to change with the times; lack of flexibility in use of excess cost funds; transportation funds, other than portal to portal, are inadequate; counterproductive to the Master Plan; categorical funding creates problems (including bookkeeping).

Funding Needs

20.28 Financing is both too little and too late. We had to start the current year with reserve money. Transportation funds for the handicapped is inadequate. The cap on adult education is unrealistic, and limits program development.

Due to the inflation spiral and community response to school budgets, local financing is becoming increasingly difficult.

Funding Competition

20.29 Not enough money; the state reduced the funds set aside for the handicapped from 10 per cent to 5 per cent, and put the difference into funding special projects, thus "rewarding the 'have' districts and penalizing the 'have nots'." No guarantee that funds for the Handicapped will continue; Uncertain until July of the "next year" as to what monies will be available (Personnel must be notified in May.); we are always expending money "after the fact."

20.30 The competition for the set aside VEA funds through proposals is unfair to the small districts. They do not have the local resources, nor the ability, to compete with the larger, more sophisticated districts in securing grants. Such grants are undesirable because they tend to provide start-up funds (and not continued support) for something the district should be committed to in the first place.

Curriculum/ Staffing

20.3 *Curriculum/Staffing:*

20.31 Special Education teachers need more appropriate pre-service training (e.g., work-study, task analysis skills, pre-vocational curriculum, etc.); more appropriate staff in-service. Declining enrollment, with existing staff, precludes the employment of newly trained staff.

20.32 The current ratio of 1:400 for counseling does not allow appropriate counseling for the handicapped; counselors are inadequate disciplinarians. In-service for staff on work-study procedures on-the-job training, and appropriate curriculum development skills is needed. Teachers expect too much of the handicapped and need help in individualizing instruction.

20.33 Most secondary teachers do not have the skills to teach the world of work, nor do they see the need for occupational preparation for the handicapped.

Staff Needs

20.34 Need more staff and assigned time to design and develop materials for special areas (e.g., blind, deaf).

20.35 Need more staff and assigned time for on-the-job training, adequate supervision, job placement and follow-up. Getting students into Vocational Education classes and overcoming scheduling problems for those who are Mainstreamed are primary considerations.

20.36 Need additional staff for career education, Direct Instructional Services, analyzing community services and industry needs, and development of (subsequent) training program(s).

20.37 The old staff who have difficulty changing; some vocational teachers do not want to work with the handicapped.

20.38 Limited numbers of staff, who cannot meet requests for assistance; the physically and mentally limited require preciseness in program provisions.

20.39 Vocational Education teachers are not prepared to work with the handicapped; Special Education teachers are not prepared to deal with Vocational/Career Education.

20.40 We need to learn how to maximize the finances we already have.

Community Awareness

20.4 *Community:*

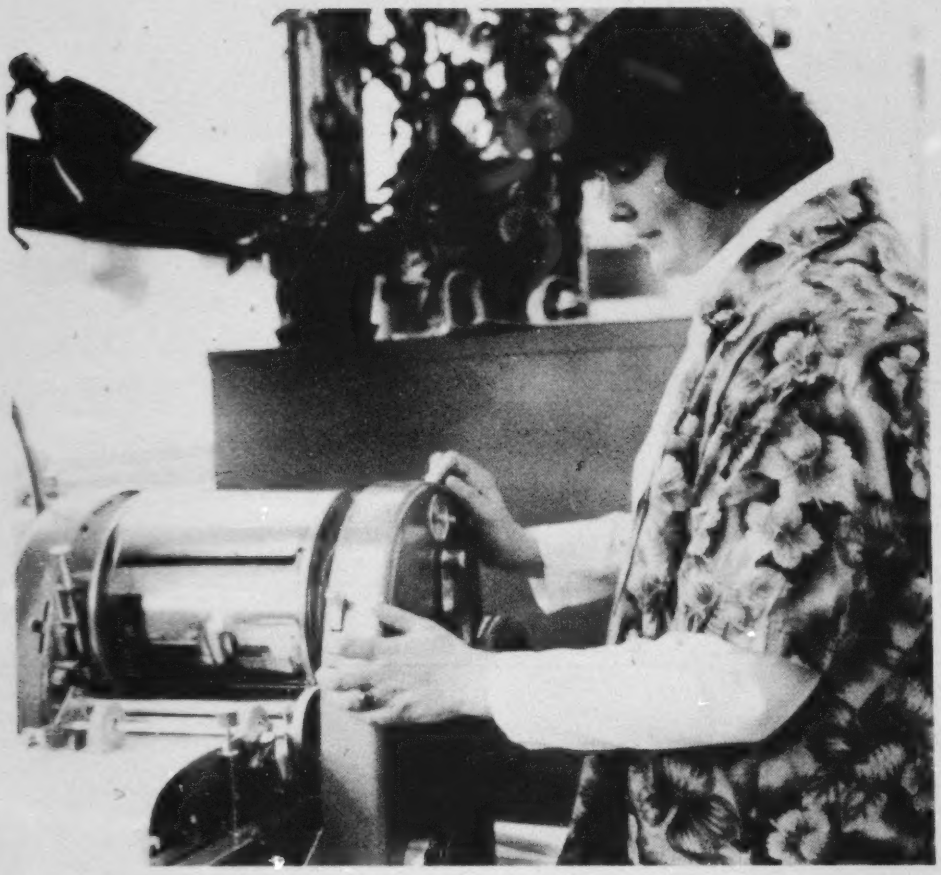
20.41 Community is unaware of the need for Vocational Education and occupational opportunities for the handicapped.

20.42 To help the community understand the handicapped.

20.43 Resistance for the Regional Occupational Program in accepting some types of handicaps; community organizations are reluctant to employ the handicapped.

20.44 Community awareness of the needs of the handicapped.

20.45 This is not a highly industrialized community, therefore, it is harder to place handicapped students; they are competing with community college students, Air Base wives and the army of unemployed for jobs.



VALUABLE SKILLS, such as learning how to operate this offset duplicator, prepare students for the world of work.

20.46 This community is in a depressed economy; the lumbering industry has suffered, and tourism has been affected by gasoline shortages and price increases.

20.47 Too many elementary districts (diverse in size, philosophy and administration), ranging from one room to large city systems, to provide smooth articulation into the Union High School programs.

20.48 Architectural barriers; when curbs are removed to assist the non-ambulatory disabled, the blind can be disoriented due to the lack of "curb stimulus."

20.50 No barriers exist in this community.

20.5 *Other Concerns:*

Other Concerns

20.51 More formal status and attention needs to be given to Vocational Education, professional and public awareness.

20.52 Poor communication among ourselves (e.g., teacher-to-teacher, teacher-to-administrator, Special Education-to-Vocational Education.)

20.53 Employment of the handicapped is difficult in this period of unemployment.

20.54 Lack of understanding the needs of, and support for, the handicapped by governmental officials (lip service rather than actions).

20.55 Lack of personnel trained in Special Education and Vocational Education (as a "double major") to provide program articulation.

20.56 Lack of contact with State offices (e.g., Special Education and Vocational Education), probaby due to distance and inadequate staffing.

20.57 Poor and ineffective legislation to meet the mandation of education for all children, regardless of handicaps. Saving the taxpayers money through inadequate educational resources is false economy.

20.58 Public transportation is inadequate for the physically handicapped. Progression in specific jobs precludes the handicapped from entering (bypassing intermediate steps) higher level jobs (e.g., the police officer must first walk the beat before becoming a dispatcher).

20.59 Self-automony of individual campuses precludes the commission of district-wide commitment to mainstreaming Vocational Education for the handicapped.

Program Recommendations

Specific Recommendations

1. Recommendations for Eliminating the Barriers in Vocational Opportunities for the Handicapped: The following recommendations were made by the Mainstreaming Study Participants:

1.1 Emphasis should be placed on promoting community acceptance of the handicapped, tolerance of the handicapped by business and industry, and staff interest and acceptance. Funding should be increased and be available for planning the annual program by May 1. Increase in-depth program development; establish a position of District Director, and fill it with someone with expertise in Special Education and Vocational Education.

1.2 Establish a career education program (K-12), with coordinated effort by all personnel; organize an Advisory Committee to serve all categories of the handicapped.

1.3 Establish a continuing education and information program for the community—businessmen, teachers and others; sharpen salesmanship skills for promoting the program.

1.4 Strengthen financial support, primarily from the State; add more Vocational-Special Education specialists to provide more realistic ratios for this special population (e.g., 1:6 ratio); promote positivism in the program.

1.5 Assigned time would be scheduled for the Vocational Education Work Supervisor to assist Special Education students solely (e.g., teach three periods, coordinate two periods).

1.6 More tutorial services; employ aides who have specific (area) vocational background. In-service programs to improve the skills and attitudes of the Vocational and Special Education teachers, enabling them to program for, and work with, the handicapped.

In-Service Education

1.7 Improve and increase the in-service education for Vocational Education teachers by emphasizing how to program for the handicapped; provide adequate funds with the flexibility to use them where needed. The County Education Department should unify Special Education services as the *Responsible Local Agency* (i.e., *California Master Plan for Special Education*) by pulling all units together. The Regional Occupation Program model should be used for Special Education.

1.8 Develop an acceptance attitude by society to give the handicapped an opportunity; show, rather than talk about, what the program is about, and what the handicapped can do (less lip service and more action). Provide more money to initiate and support the programs. (The Vocational Education Act funding program was difficult to administer.)

Define the terms: *Career Development, Occupational Development, and Vocational Development*. Where does *Mainstreaming* fit in? The Vocational Education Act seems to emphasize job-related programs rather than career development; there are too many restrictions and too much red tape.

Provide adequate lead time to prepare for securing funds for proposals and regular (continuing) programs. The State Department of Education needs direct input from the field before decisions (financial/programming/reporting) are made. We cannot hire personnel in January (as money became available last year). The school calendar must be considered a year in advance. Get the money to the districts; people who control the money need to be aware of the districts' money problems and their program needs. Management by objectives and accountability is a two-way street.

Funding Recommendations

1.9 Funding should be improved so that it is based on long-range (e.g., five years) to provide appropriate planning, implementation, evaluation and accountability.

The Mainstreaming effort should be organized at the State level, between Vocational and Special Education. Pre-service teacher education in Vocational Education should include information on the handicapped, and pre-service instruction in Special Education should include information on Vocational Education.

The State should develop programs concerned with the handicapped in Vocational Education (e.g., industrial arts, agriculture, and identifying exemplary programs for dissemination, as per the home economics model).

Pre-service of administrators in Special Education should require Special Education competencies. Credentialing of these administrators should be based on "x" years of Special Education teaching (refer to recommendations of the California Association Administrators of Special Education, and the *California Master Plan for Special Education.*)

Public relations should emphasize Mainstreaming and inter-agency articulation. In-service education for administrators and teachers is needed (emphasizing contracting and follow-up) one year prior to project/program implementation. Middle management must have budgetary as well as program responsibilities.

1.10 The VEA allocated funds for the handicapped should go directly to the districts, with no strings attached (other than the guidelines), and should not be used in competitive proposal situations. Mainstreaming should be done on an individualized basis (through individual diagnosis and prescriptive skill development), not a wholesale program. Some students, such as the severely handicapped, may not be mainstreamed at all.

Allocation Priorities

Summaries and Reviewers Comments: The Project Director, while conducting the on-site interviews, found district personnel to be courteous, enthusiastic and informative. Undoubtedly the effectiveness of the Mainstreaming activities in each of the districts reporting was due to the quality of personnel operating the programs—their enthusiasm, interest and dedication.

Summaries/ Reviewer Comments

The following comments are indicative of their commitment to Mainstreaming the Handicapped in Vocational Education:

Reviewer Comments

1. "Preparing for this review of our programs has been a valuable experience. It has caused us to update, re-examine, gather and collect data."
2. "I have learned some things I didn't know before. For example, how money can be utilized for Advisory Committee work, research, etc."
3. "Your *Guidelines* have caused us to re-examine our structure, for example, the Advisory Committee for the handicapped, interfacing of Special Education with Vocational Education, etc."
4. "All district programs should have periodic reviews like this to assess progress, develop new approaches and articulate Special Education and Vocational Education needs."
5. "This is the first time we have gotten together (Special Education and Vocational Education staffs) at the district level. I hope we will continue to communicate."
6. "As we have reviewed our programs, several needs have surfaced: In-service for teachers and staff, public relations through information, articulation with community colleges, and the need for an advisory committee for the handicapped."
7. "We are pleased that we were selected to be a part of this interpretive study. If our recommendations will make a difference in adequate, timely funding, and a need for an effective reporting system, our efforts will have been worthwhile."
8. "This review has caused us to realize that, although we have much to do, the progress we have made in Mainstreaming the handicapped in Vocational Education has been substantial."

Project Director's Observations

Observations by the Project Director:

1. A direct relationship appears to exist between enthusiastic/knowledgeable leadership and effective Mainstreaming practices.
2. Vocational Education has made good to excellent use of community agencies and resources to the advantage of Mainstreaming opportunities.
3. Increased involvement of community colleges (e.g., American River, De Anza, College of the Sequoias) has significantly increased opportunities for the handicapped.
4. Flexibility in the utilization of teacher time (e.g., arranging on-the-job training, on-site supervision and follow-up) has contributed to the success of student development.
5. Cooperation and communication among regular, Special Education and Vocational Education personnel has increased vocational opportunities for handicapped students.
6. Overall staff quality appears to be good to excellent; the best programs are the result of experience and expertise in vocationally related fields.
7. A direct relationship exists between appropriate facilities and the adequacy of the vocational preparation.
8. Supportive administration encourages teachers to mainstream the handicapped.
9. Having an administrator responsible for the work experience program for the handicapped is extremely important.
10. Counseling, when the services are appropriate and adequate, provides effective assistance.
11. Program identity and stability is due to historical development, administrative commitment and "good" staff.
12. Special facilities, including vans and rooms, have been important for diagnostic and prescriptive vocational services.
13. Successful programs require cooperation between the administration of Vocational Education, and the specialist in Vocational Education of the handicapped.
14. Part-time employment and full-time summer employment, supervised by district personnel, is highly desirable prior to graduation.
15. The California Association for Neurologically Handicapped Children is most supportive of the *California Master Plan for Special Education.*
16. Utilization of vocational and Comprehensive Plan for Special Education funds has enabled a few districts to provide adequate personnel and services for Mainstreaming.
17. Utilization of Special Project Funds has helped demonstrate program effectiveness.

18. Where parents have been involved, they have been receptive, interested and cooperative.

19. Selective businesses and industries have been quite supportive; excellent support and cooperation has been provided by Air Force installations.

20. Work-Study programs have developed skills in a longitudinal, experimental approach (e.g., early orientation to the world of work, work experience in junior high school, and work experience off-campus for pay at the high school level) have excellent records of success when supplemented with career counseling and matching abilities to occupations.

21. Regional Occupational Programs can be extremely supportive of Mainstreaming.

22. Teachers who demonstrate empathy, as opposed to sympathy, have more success in Mainstreaming efforts.

23. State Department of Education consultants have been excellent resources for Mainstreaming.

24. District Mainstreaming programs need to develop and/or improve articulation between Special Education and Vocational Education through formal and informal reporting systems.

25. Surveys concerning employment opportunities, training needs and employment followup need to be implemented and/or upgraded.

26. Special assignments and personnel are needed to conduct Mainstreaming activities:

26.1 Work-study coordinators for the handicapped.

26.2 Reassigned time for Special Education teachers to develop work-study programs.

26.3 District-level directors familiar with both Special Education and Vocational Education to speak for needs at Adminstrative Council level.

27. In-service education is needed to:

27.1 Develop empathy and understanding for vocational preparation of the handicapped.

27.2 Provide knowledge of the education codes and Vocational and Special Education program (e.g., *California Master Plan for Special Education*).

27.3 Demonstrate components from model Mainstreaming programs.

27.4 Establish research and development components to assure program development, direction and evaluation.

27.5 Insure optimum utilization of human resources (e.g., business, industry and agencies).

28. Each district should have a separate Advisory Committee for the handicapped (*including* handicapped students), which articulates with the District Vocational Advisory Committee to provide continuous planning, implementation and evaluations.

19. Special Education personnel should have vocational exploration opportunities (e.g., community work experience) to understand community jobs first hand.

30. Drop-out prevention programs should be instigated at every high school in programs for the handicapped. Each potential drop-out should be identified, and an individualized program should be developed to prepare the student for the world of work.

31. Diagnostic evaluation centers should be established in each community to determine student capabilities and interests; design and implement remediation procedures; and inform the student of his/her potential.

32. Community public relations programs should be continued to inform the public on what is being done; to recognize the educators, supportive services, and significant others for their contributions; and to break the barriers between the school and the community.

33. Increased recognition should be given to Occupational/Vocational Education through surveys and reports concerning the need for skilled craftsmen, their wages and fringe benefits, and the types of training needed. Professional staff and the public should be involved in these studies.

34. Public education for *all* students needs to be emphasized by removing program caps and enrollment limitations.

35. Financial support should be increased and mandated to provide: flexible transportation systems (e.g., adaptive schedules and equipment), specialized equipment and modifications, appropriate diagnostic and training facilities, and a specialized staff for administration and Mainstreaming (individualization of instruction is essential and expensive!).

36. Pre-service teacher preparation for Special Education specialists should include diagnostic/prescriptive pre-vocational skills and provisions for Mainstreaming into Vocational Education.

37. Community awareness and public acceptance should be emphasized.

38. Faculty and staff understanding and acceptance of the handicapped should be encouraged.

39. Tolerance and acceptance by business and industry needs to be developed.

40. Increased attention should be given to continued in-depth program development.

41. Program development and implementation should include:

41.1 Time for development

41.2 Management by objectives.

41.3 Accountability.

41.4 Action research.

41.5 Employment search and serve.

42. Increased seed money to explore new ideas, and to fund innovative approaches.

43. Counseling services should be expanded to include career opportunities for the handicapped, using improved ratios.

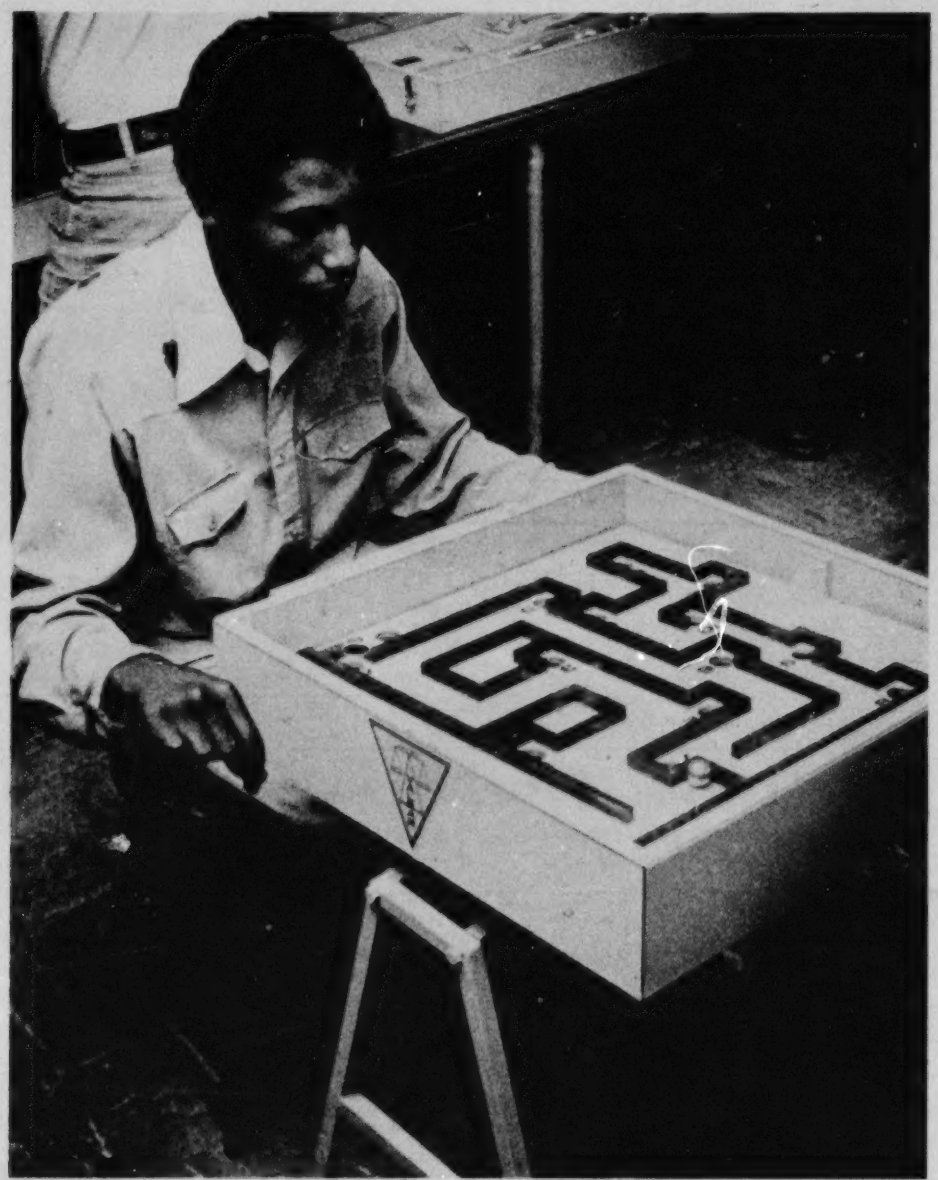
44. Vocational teachers should be sensitized to the needs of the handicapped, and develop realistic alternative methods to meet competencies and program standards.

45. Inter-district communication, concerning program needs, development of services and evaluation, should be purposely planned, implemented and monitored.

46. School administrators need to become knowledgeable and enthusiastic advocates of Mainstreaming the handicapped in Vocational Education.

47. Career programs for the handicapped must be mandated and monitored. Every handicapped individual must have an educational plan that is periodically monitored to assure that the established goals are being reached.

48. Increased articulation between each level of the education program should be emphasized by establishing district-level advisory committees comprised of educators responsible at the elementary, secondary and community college levels to maximize vocational opportunities for the handicapped.



***HAND AND FOOT COORDINATION** is sharpened by challenging games of skill.*

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Appendix A

Guidelines for the Structured Interview/Questionnaire Interpretive Study: Mainstreaming

"VOCATIONAL EDUCATION FOR THE HANDICAPPED IN CALIFORNIA SECONDARY SCHOOLS"

Project Director: Gordon F. Johnson, D. Ed.

(All of the following are services that may be funded under the Vocational Education Amendments of 1968—Kay, Evelyn R., Kemp, Barbara H., and Saunders, Frances G., ***Guidelines for Identifying, Classifying and Serving the Disadvantaged and Handicapped Under the Vocational Education Amendments of 1968.*** Washington, D.C.: U.S. Government Printing Office, 1973).

1. Advisory/Coordinating Committees:

To assist in formulating programs, provide liaison between schools and to support legislation allowable costs, including:

1.1 Formation and servicing of the Advisory Committee for the Handicapped.
1.2 Formation of and participation in State and local coordinating committees, including clerical help, travel expenses and salaries of faculty members who attend meetings.

2. Survey/Evaluations:

Surveys/ Evaluations

Conducted by staff members, or under contract, including:

2.1 Identification of handicapped population and the geographied areas in which they are concentrated.
2.2 Assessment of employment opportunities for handicapped youth and adults.
2.3 Assessment of effectiveness of methods, materials, equipment and techniques used in providing vocational education programs.
2.4 Identification of agencies, organizations, or individuals concerned with the handicapped and the extent to which they provide vocational education.

3. Recruitment/Promotional Activities:

Designed to reach handicapped persons and potential employers, and to develop community participation and support, including:

3.1 Advertising through newspapers, television and radio announcements, posters, flyers, brochures and other visual media.
3.2 Speaking engagements with community groups, including local chapters of social welfare organizations.

4. Job Market Analysis:

Designed to locate jobs the handicapped can perform; and analyze job tasks and requisite skills in terms of individual interests and abilities.

5. Identification of the Handicapped:

Identification of Handicapped

Needed to identify and classify specific problems of individual students, including:

5.1 Counseling services for students and/or their families (pay for time over regular duties can be provided).

5.2 Preparation of diagnostic and evaluation tools.
5.3 Education testing to determine academic level, interests and abilities.
5.4 Vocational or work evaluation.

6. Multi-Disciplinary Team Review:

Designed to assess individual student progress, re-direct and/or redesign program to meet individual needs.

7. Methods for determining why an individual student has reached his/her goal:

Design utilizing instruments to identify the salient features of the program which directly relate to vocational success.

8. Provisions for Vocational Education and Special Education Personnel to Discuss and Program for Students:

Required to provide information concerning student progress and articulation of curriculum services.

8.1 Formal case staffing.
8.2 Program planning, revisions, and/or modifications.
8.3 Record-keeping, including individual program plan.

9. Staff Development: *Staff Development*

Required to prepare teachers to work with handicapped students, including:

9.1 Teacher training programs, both pre-service and in-service training.
9.2 Travel costs and salaries of faculty members who attend seminars, conferences, workshops and special institutes.

10. Modification of Schedules: *Schedule Modification*

Needed to provide additional line for faculty to assist students as handicapped. Additional faculty time and related expenses may be required when any of the following situations occur:

10.1 Extension of school day, week, or year.
10.2 Addition of another semester.
10.3 Instruction on an individual basis.
10.4 Flexible scheduling of students to permit entry into and exit from programs as appropriate with progress.

11. Modification of Curriculum: *Curriculum Modification*

Required to enable individual students to continue in regular vocational education programs by assisting them to compensate for their handicaps.

11.1 Allocation of additional time to develop skills.
11.2 Specially designed workbooks or textbooks.
11.3 Analysis of tasks within occupations to identify needed modifications in instruction, equipment, or methods.

12. Development of Curriculum: *Curriculum Development*

Required to provide students with a specially designed program to meet their needs, including:

12.1 Research, experimental and demonstration projects.
12.2 Contracts with consultants, specialists, or teachers.
12.3 Salaries of teaching staff and curriculum specialists.
12.4 Individualized learning packages.
12.5 Orientation programs to observe various occupations.
12.6 Special supplies and instructional materials.

13. Modifications of Equipment for the Handicapped: *Equipment Modification*

13.1 For the *Communicatively Handicapped:*

13.1.1 Printed rather than verbal instructions.
13.1.2 Signals keyed to sight rather than hearing.
13.1.3 Sound amplification devices.

13.2 For the *Physically Handicapped:*

13.2.1 Instruction in Braille.
13.2.2 Large print materials.
13.2.3 Signals keyed to hearing (e.g., buzzers, bells, etc.).
13.2.4 Special safety devices (e.g., guardrails, grit strips, etc.).
13.2.5 Adaptations of regular equipment (e.g., hand controls added to machine usually operated by foot controls).
13.2.6 Special desks and worktables for students in wheelchairs.
13.2.7 Ramps for students who cannot use stairs.
13.2.8 Shelves and electrical outlets provided.
13.2.9 Additional facilities for restrooms.
13.2.10 Handrails in washroom and in corridors.

13.3 For the *Learning Handicapped:*
13.3.1 Simplified equipment.
13.3.2 Simplified instruction guides and manuals.

13.4 For the *Severely Handicapped:*
(See other handicapped classifications for examples of modifications).

14. Supplemental Educational Services:

Designed to assist students in regular or special vocational programs, including:

14.1 Psychological services to test, diagnose and evaluate emotional and mental problems.
14.2 Guidance and counseling services, including referral and follow-up.
14.3 Job placement services, including job-finding and employment follow-up.
14.4 Tutorial services.
14.5 Transportation services, in addition to those provided regular students.
14.6 Family counseling services related to vocational programming for the student.
14.7 Special services such as readers for the visually handicapped, interpreters for the communicatively handicapped and guide services to assist the physically handicapped.

15. Facilities:

Facilities

Required for reaching and teaching handicapped students, including:

15.1 Purchase/rental and operation of mobile units to serve as classrooms, diagnostic centers, or counseling and guidance units.
15.2 Rental of nonpublic space to serve as classrooms in locations more accessible to students.
15.3 Contracts with private nonprofit schools which can provide programs and services which are not available in the public schools.
(*Federal Register*, Sec. 102.66, p. 7347, and Sec. 102.79, p. 7348).

SPECIALLY EQUIPPED CAR enables this active student to participate in driver education.

16. Cooperation with the Business Community:

Business Community Cooperation

Required to enlist support to attain the goals of vocational education for the handicapped, job opportunities, teacher preparation and upgrading of skills. The following costs are allowable:

16.1 Additional staff to coordinate, supervise and guide work-experience or work-study programs.
16.2 Arrangements for summer jobs in private business firms for teachers to update their knowledge and skills.

17. Cooperation with other Agencies and Organizations:

Agency/ Organizational Cooperation

Some services and programs for the handicapped may be available through other Federal, State,

or local public and private organizations. The *Federal Register* (Sec. 102.40--Cooperative Arrangement, p. 7342) specifically requires that the State provide cooperative arrangements with the public employment service system; with State agencies responsible for the education of the handicapped; with other agencies, organizations and institutions; and with other States.

Because of the limitations of funds, resources and qualified staff, the most economic and efficient means of overcoming handicapping conditions is through the cooperative efforts of all agencies involved.

The restrictions placed by Federal legislation on the use of vocational education funds are frequently less constraining if opportunities for cooperation with other agencies are energetically pursued and utilized.

Other agencies and organizations may be able to provide technical and financial resources to enable the handicapped student to succeed in a regular vocational program.

The following list provides examples of the types of organizations and agencies that vocational education administration may contract to increase coordination of programs and service for the handicapped:

17.1 Federal Agencies (State and Local Offices):

Vocational Rehabilitation Agency
Bureau of Indian Affairs
Immigration and Naturalization Services
Social Security Administration
Veterans Administration
Employment Services
Manpower Development and Training Administration
Model Cities
JOBS—National Alliance of Businessmen
Job Corps
Neighborhood Youth Corps
Community Action Program

17.2 State Agencies (Local Agencies):

Governor's Committee for Employment of the Handicapped
Department of Welfare
Mental Health Agency
Public Health Agency
State Agency for the Blind
State Agency for the Deaf
Family Service Agency

17.3 Local Community (Public and Private):

E.S.E.A. Title VI-B Programs
E.S.E.A. Title III Programs
Adult Basic Education Programs
Parent-Teacher Association
Private Nonprofit Schools
Library Services Programs
Migrant Programs
Bilingual Programs
Dropout Prevention Programs

17.4 Private Nonprofit Organizations:

Mental Health Associations
Mental Retardation Association
Association for the Blind
Association for the Deaf
Crippled Children's Society
Veterans' Groups
Goodwill Industries
Regional Centers for the Developmentally Disabled.

17.5 Business/Industrial Community:

Employers
Private Employment Agencies
Trade/Labor Unions

17.6 Special Interest Groups:

Urban League
Opportunities Industrialization Center
Services Employment Redevelopment
Social or Welfare Community Center, (e.g., Jewish Community Center, Y.M.C.A., Y.W.C.A.)

17.7 Citizens Organizations:

Civic Organizations (e.g., Civitans, Kiwanis, Lions, Rotary, Elks)
Parents' Organizations for Specific Handicapped Groups (e.g., C.A.R., C.A.N.H.C.)
Health Professionals (e.g.,, Physicians, Psychologists, Nurses).

18. - 19. Unique Characteristics of the Program:

The combination of special characteristics or facets which have made this a successful program for reaching and teaching handicapped students include:

19.1 Staff.
19.2 Facilities.
19.3 Resources.
19.4 Administration.
19.5 Funding, or a combination of these (and other) factors.

The turning point or acceleration of programs is usually brought about by special events, actions, or factors which could be labled unique characteristics.

Appendix B

STRUCTURED INTERVIEW/QUESTIONNAIRE

"INTERPRETIVE STUDY: MAINSTREAMING VOCATIONAL EDUCATION FOR THE HANDICAPPED IN CALIFORNIA SECONDARY SCHOOLS"

P.L. 90-576 (Vocational Education)
July 1, 1975 - June 30, 1976

Project Director: Gordon F. Johnson, D.Ed.
Professor - Special Education
California State University,
Fresno, California 93740
Phone: (209) 487-2976

The following Structured Interview/Questionnaire was developed from guidelines for identifying, classifying, and serving the handicapped under the Vocational Educational Ammendments of 1968 and approved with modifications provided by the Project Advisory Committee. It was designed to be reviewed by the Local Education Agency's vocational education program administrator(s) prior to a scheduled on-site visitation by the project director. The structured interview will be conducted during the on-site visit.

The term "mainstream" as used in this project, refers to the least restrictive environment for "individuals with exceptional needs." The term, "individuals with exceptional needs" should have four subclassifications, which are used only for data collection and reporting purposes:

1. Communicatively Handicapped
2. Physically Handicapped
3. Learning Handicapped
4. Severely Handicapped

(P. 23, California Master Plan for Special Education, 1974)

Name and address of reporting School District:

_____

_____

_____

Name, Title and phone numbers of District representative(s) assisting in this area.

_____

_____

_____

Total of (all) students in vocational education:

Sub Classes:

_____	_____	_____
male	female	handicapped
_____	_____	_____
Black	Mexican-American	Other categories - indicate

1. Does the program have an Advisory/Coordinating Committee for the Handicapped? yes _____ no _____. Does the Committee have input from the students? yes _____ no _____. What is the Composition? Its roles and functions?

_____

_____

_____

_____

_____

RECREATIONAL DIVERSITIES of this remarkably active boy include bowling and basketball. He is also the manager of his high school basketball team.

2. Have any surveys and/or evaluations been conducted (e.g., identification of handicapped, assessment of employment opportunities, effectiveness methods, materials, etc. ? yes _____ no _____.

If yes, please explain: _____

_____

_____

EVALUATION DATA: NO. OF HANDICAPPED STUDENTS

	Comm. Hndcpd.	Phys. Hndcpd.	Learning Hndcpd.	Severely Hndcpd.	Total All Handicapped
Graduates employed full time	'73	'73	'73	'73	'73
	'74	'74	'74	'74	'74
Graduates employed Full time*	'73	'73	'73	'73	'73
	'74	'74	'74	'74	'74
Graduates Employed Part Time	'73	'73	'73	'73	'73
	'74	'74	'74	'74	'74
Graduates Employed Part Time*	'73	'73	'73	'73	'73
	'74	'74	'74	'74	'74
Graduates Attending College	'73	'73	'73	'73	'73
	'74	'74	'74	'74	'74
Graduates Unemployed	'73	'73	'73	'73	'73
	'74	'74	'74	'74	'74
No Data Available	'73	'73	'73	'73	'73
	'74	'74	'74	'74	'74

*in fields for which they were trained.

3. What recruitment and/or promotional activities have been used to reach handicapped persons, potential employers, and to develop community participation?

4. Has a job market analysis been conducted for the handicapped? Yes _____ No _____ Are certain handicaps more readily placed/accepted than others?

5. What methods, tools and techniques have been used to identify and classify specific problems of individual students?

6. Does the program have a multi-disciplinary team review for students? Yes _____ No _____

7. Does the program have a method for determining why an individual student has accomplished his or her goal? Yes _____ No _____

_____

_____

_____

_____

8. Are there provisions for the vocational education personnel and the special education personnel to discuss (program) for students? Yes _____ No _____

_____

_____

_____

_____

9. What pre-service and in-service opportunities have been provided for teachers who work with the handicapped?

_____

_____

_____

_____

10. What modification of schedules have been made for faculty and/or students?

_____

_____

_____

_____

11. Have any curriculum modifications been required? Yes _____ No _____

_____

_____

_____

_____

12. What provisions have been made in the Development of Curriculum?

_____

_____

_____

_____

13. What modifications of Equipment have been made for the Handicapped?

13.1 Communicatively Handicapped:

_____

_____

_____

13.2 Physically Handicapped:

_____

_____

_____

13.3 Learning Handicapped:

_____

_____

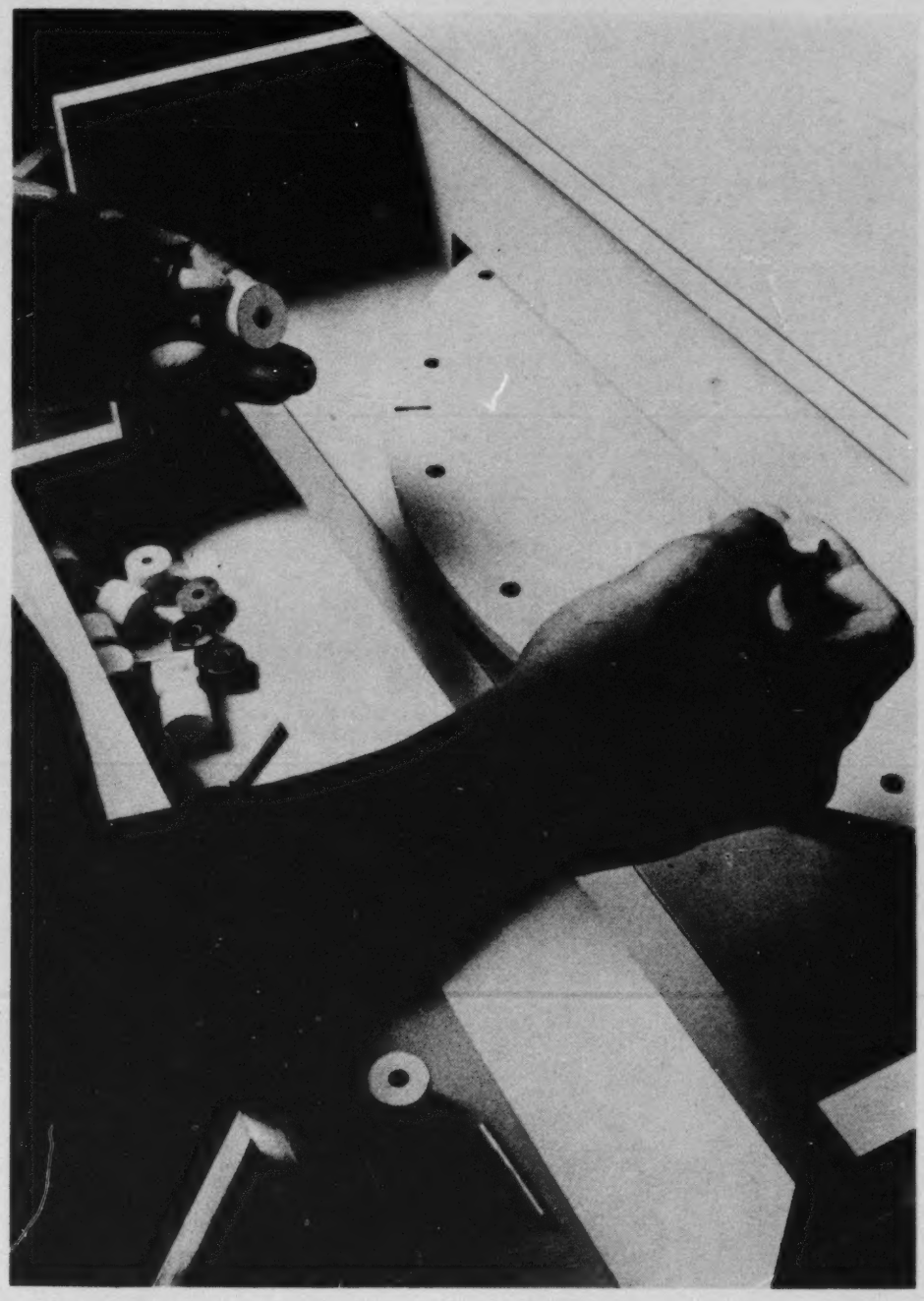
_____

13.4 Severely Handicapped:

14. What supplemental educational services have been provided to assist the handicapped in regular vocational programs?

15. What facilities have been required for reaching and teaching handicapped students?

16. How does this program demonstrate cooperation with the business community?



SIZE DISCRIMINATION exercises help handicapped students to develop assembly skills.

17. List the agencies and other organizations that cooperate with this program and briefly describe their involvement/service:

17.1 Federal Agencies:

_____

_____

_____

17.2 State Agencies:

_____

_____

_____

17.3 Local Community (public and private):

_____

_____

_____

17.4 Private Non-profit Organizations:

_____

_____

_____

17.5 Business/Industrial:

_____

_____

_____

17.6 Special Interest Groups:

17.7 Citizen Organizations:

18. What are the major strengths of this program?

19. What special characteristics or combination of characteristics have made this program unique?

20. What is your community's responsiveness to Mainstreaming?

21. What are the major barriers that impede vocational development of the handicapped?

21.1 Administrative:

_____

_____

_____

_____

21.2 Financial:

_____

_____

_____

_____

21.3 Curriculum/Staffing:

_____

_____

_____

_____

21.4 Community:

_____

_____

_____

_____

DILIGENT TEAMWORK produces excellent results for these occupational trainees.

21.5 Other:

_____

_____

_____

_____

22. What recommendations do you have for eliminating the barrier in vocational program development for the handicapped?

_____

_____

_____

_____

_____

Appendix C

Results: Reports from Project Selected/Approved Districts Mainstreaming Practices

Agency Selection Basis

The following report represents a compilation of responses to the on-site Structured Interview/Questionnaire (See Appendix B.) conducted in each participating local education agency. The project Advisory Committee selected the participating local education agencies on the basis of:

1. Evidence of involvement in, and commitment to, mainstreaming practices.
2. Demographic and geographic representation.
3. Willingness to participate.

Letters of invitation for participation were sent to the superintendents of all selected local education agencies in January 1976, by Dr. James H. Crandall, Coodinator, Vocational Education Research, and Mr. Theodis Hawthorne, Coordinator, Career Opportunities Development Program, State Department of Education. (See Appendix D.)

Questionnaire Response

All districts responded affirmatively, and demonstrated their interest in the project by providing cordial, cooperative on-site interview sessions for the project director.

The goal of this study was to make information available concerning:

1. The identification of significant characteristics and provisions of mainstreaming the handicapped in vocational education.
2. Developing model guidelines for mainstreaming through analyses of field practices.
3. Preparing a handbook of mainstreaming practices in selected California Secondary Schools.

Questionnaire Guidelines

The Structured Interview/Questionnaire was developed from the guidelines for identifying, classifying and serving the handicapped under the Vocational Education Amendments of 1968 and was approved, with modifications, by the project Advisory Committee. It was designed to be reviewed by the Local Education Agency's vocational education program administrators prior to a scheduled on-site interview by the project director. The following responses from the 10 districts are illustrative:

Advisory/ Coordinating Committee

1. **Advisory/Coordinating Committee for the Handicapped:**

Eighty per cent of the participating local education agencies had specific Advisory/Coordinating Committees for the handicapped. Twenty per cent had handicapped students serving as members. Comments included:

1.1 We have a network with each feeder school represented on an overall district Advisory Committee for the handicapped. The Committee does not have handicapped students as members. Membership is comprised of the Coordinator of Special Education, parents of students involved and other parents.

We plan to have an Advisory Committee organization where this committee will interface with the district vocational education committee. Handicapped Community College students will be involved in the future. This committee is advisory; if we need help, they provide it.

Our best source of assistance is from parents; they help on campus, field trips and instruction. Emphasis is on enhancing opportunities for the handicapped, mainstreaming wherever possible.

1.2 An Advisory Committee for the handicapped is being formed with (representative) parents for each of the handicapped groups. A district special education consultant will be the coordinator. We have committees for each vocational program.

Special education personnel provide input to the committee concerning individual needs.

1.3 A community council exists which is part of the comprehensive plan in special education (California Master Plan in Special Education). Their recommendations will assist us in (providing) vocational education for the handicapped. This committee has handicapped students as members, in addition to parents, administrators and private school personnel.

An Advisory Coordinating Committee for the handicapped is one of the things we are taking under advisement.

1.4 We have an Advisory/Coordinating Committee for the handicapped; it does not have input from students. We have input from teachers, representatives from employers (e.g., Air Force Base, beauty shop owner, cleaners), school district personnel (e.g., administrators, Director of Special

Education and Vocational Education, and Cafeteria Manager) and agencies (e.g., Regional Center for Developmental Disabilities and Department of Vocational Rehabilitation).

The Work-Study Coordinator is on the Vocational Education Committee, and helps to develop policies, as well as speaking for the needs of the handicapped. He also makes reports concerning the program for the handicapped.

District Responses

1.5 We do not have a separate Advisory/Coordinating Committee for the handicapped. However, each vocational area has a sub-Advisory Committee (e.g., agriculture, nursing, home economics, distributive education, trade and industrial, etc.), each of which consider the handicapped as they are involved in mainstreaming.

The main Advisory Committee consists of a research engineer, director of 4-H and university instructor, fabric shop owner and department chairman. Curriculum coordinators and teachers have input into both the (Vocational Education) Main Advisory and Sub-Advisory Committees.

1.6 We do not have an Advisory/Coordinating Committee for the Handicapped. Our committees are the general vocational education and technical/industrial.

1.7 We have an Advisory/Coordinating Committee for the handicapped. The membership includes the Director of Vocational Education, the Director of the Regional Occupational Program, the Assistant Director of Special Education, and the Special Education Vocational Counselor. The Committee meets every Wednesday morning to fulfill the major goal, "increase the opportunities for the handicapped in regular vocational education, through in-service for regular vocational education, eliminating architectural barriers, and assisting the regular teachers in mainstreaming the handicapped.

We have a Project Technician who interviews teachers, checks architectural barriers, and assists in determining how the exceptional student can be served most efficiently.

The Advisory Committee for the Handicapped coordinates its policies and requirements with those of the Vocational Education Advisory Committee. Some of the personnel hold joint memberships. The Director of Vocational Education is a member of the Advisory Coordinating Committee for the Handicapped, and serves as Chairman of the District Advisory Committee for Vocational Education.

1.8 We have an Advisory/Coordinating Committee for the Handicapped. Its composition includes lay citizens from the community, school administrators, business leaders and handicapped students. Its roles and functions are to make recommendations concerning administrative program arrangements, such as planning schools, locations, design, costs, etc.

The Advisory Committee for the Handicapped coordinates its policies and requirements through the Vocational Education Advisory Committee; articulation occurs through the Coordinator of Occupational Education for the Handicapped and his liaison activities.

1.9 We have one working committee comprised of businessmen, parents, special education staff and the Coordinator of Vocational Education. Campus-wide monthly meetings are held.

The California Association for Neurologically Handicapped has emphasized Career/Vocational education, and meets with each campus. In addition to program advice, they provide input for project proposals and integration for work experience.

The Advisory Committee for the Handicapped has not coordinated its policies and requirements with the vocational education advisory committees. However, the coordinator of vocational education and the work experience curriculum group meet monthly, and there is special education articulation developed through these sessions.

1.10 The district does have an Advisory/Coordinating Committee for the handicapped. Handicapped students are invited to sit in on a session, but are not members. The Coordinator of Special Education Work-Study is the Chairman. Other community agencies and businesses represented are: California State Department of Rehabilitation, Manpower Agency (CETA), Bank of America (Rep. Chamber of Commerce), Regional Occupation Program, Delinquency Prevention, County Probation Dept., County Special Education programs, Wells Fargo Bank, County Department of Social Welfare, Avco Savings, U.S. Civil Service (Examiner) and Military Personnel (Staffing Specialist).

Responsibilities include community public relations; publicity to acquaint employers with the program; increased family support; identification of special problems; orientation through field trips; recommendations on goals and objectives.

The Coordinator of Special Education Work-Study is a member of the district Career Education Advisory Committee, and helps to coordinate policies.

2. **Surveys and/or Evaluations:**

Surveys/ Evaluations

2.1 We have had both surveys and evaluations at the local school level. Our local organization for the retarded has surveyed job opportunities. The American Institute of Research has conducted needs assessments and market analyses for the handicapped.

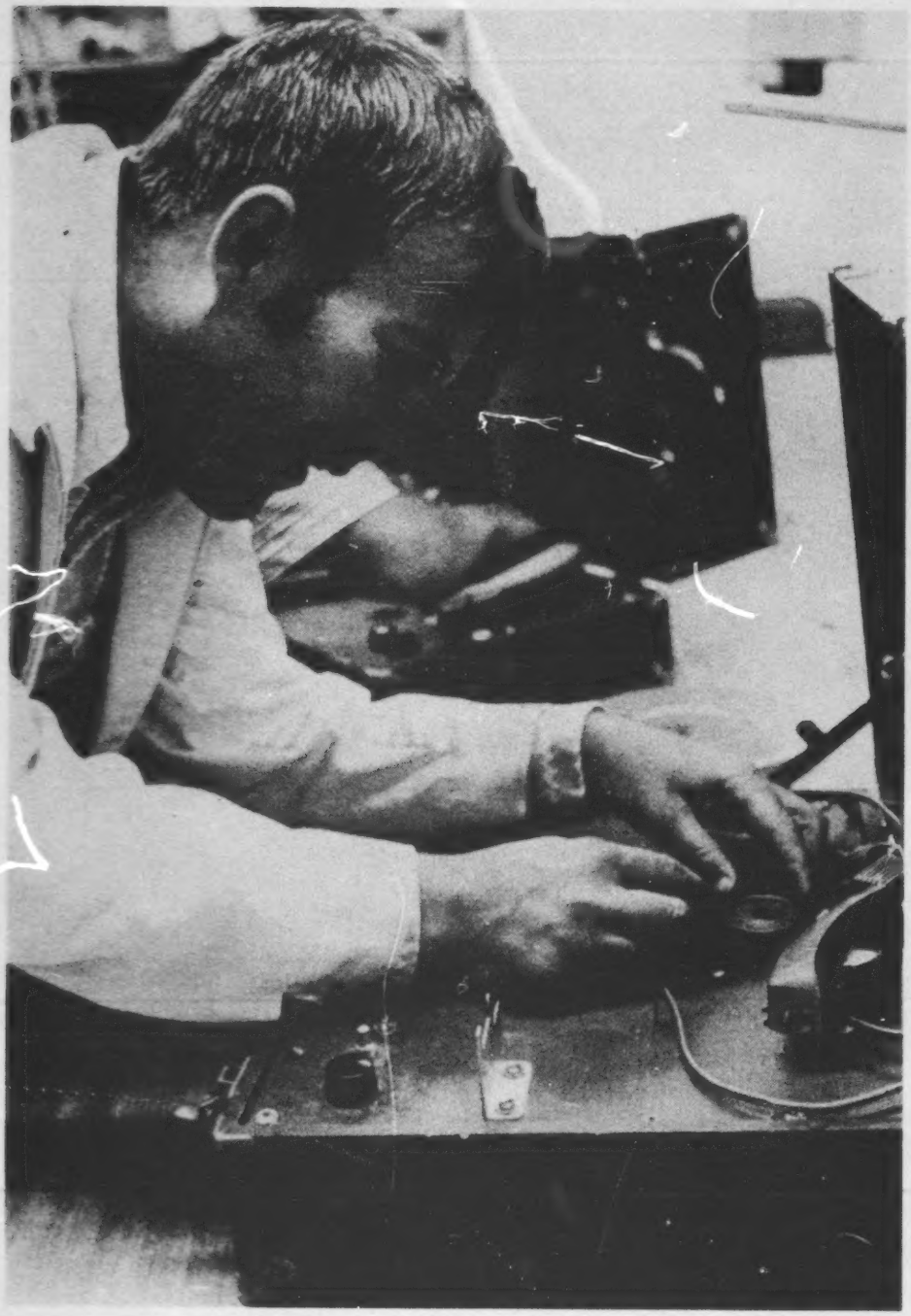
Our school district conducts surveys directly through personal contact with employees and in Advisory Committee meetings. We are one of 17 Metropolitan Statistical Areas, and, therefore, have

survey data available for all major areas of employment.

2.2 We conducted a follow-up of our Educable Mentally Retarded Graduates in 1965.

2.3 We have not conducted any surveys, however. Personal contacts with employers are conducted continually. We use the American River College survey conducted a few years ago, which provided comprehensive information concerning job opportunities for the handicapped.

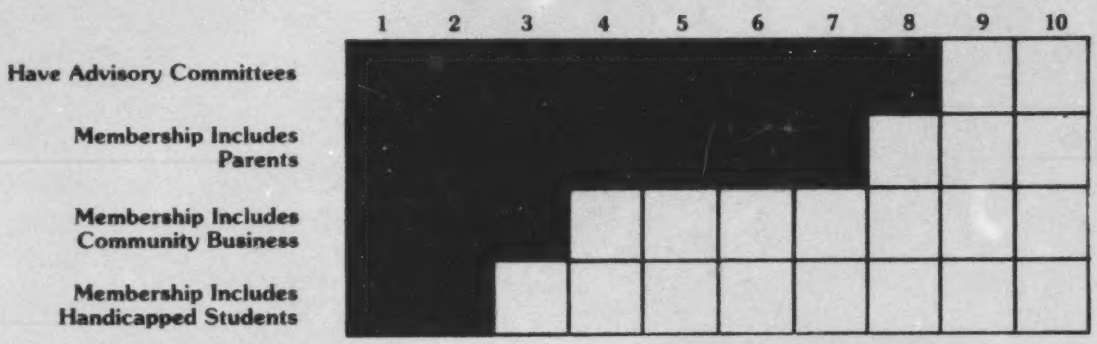
We are also on the mailing list of the Employment Development Department, which provides information on supply and demand.



***PARTIALLY BLIND** student repairs turntable during an on-campus pre-occupational class in electronics.*

Advisory/Coordinating Committee for the Handicapped Districts Reporting

Table I



1. Eighty per cent of the participating local education agencies had Advisory/Coordinating Councils for the handicapped.
2. Seventy per cent of the participating local education agencies had community/business representatives on their Advisory/Coordinating Council for the Handicapped.
3. Thirty per cent of the participating local education agencies had parents serving as members of their Advisory/Coordinating Council for the Handicapped.
4. Twenty per cent of the participating local education agencies had handicapped students as members.

2.4 We have conducted both surveys and follow-up evaluations. We use the information furnished by American River College, which has provided comprehensive data on employment opportunities for the handicapped. A district-developed questionnaire is used in our Title VI A Search and Serve project, *Career Skill Development Program* (for drop-outs, ages 14-21).

Surveys/ Evaluations

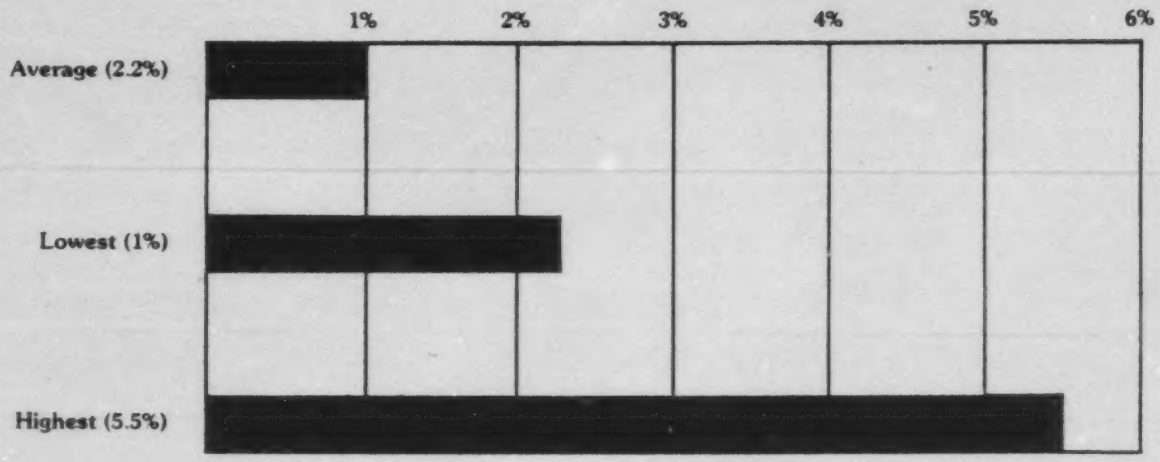
2.5 We have conducted surveys and evaluations; we assess employment opportunities for handicapped youth and adults. The Work-Experience Coordinator does this for all students as a *requirement* for mainstreaming. (We are required to have a job market analysis for the handicapped population to determine vocational program needs; many of the handicapped students are in the Regional Occupational Program. Our job market analyses consist of:

Job Market Analysis

1. Identification.
2. Analyses (e.g., air base, warehousing, child care center, clothing sales: 60 handicapped students in this program @ $2.20 an hour for 14 hours; 140 students in full-time employment during summer).
3. Assessment of effectiveness of program by teacher (via diagnoses and treatment analyses).

Per cent of handicapped being mainstreamed in vocational education
(as compared with total vocational student population '100%')
by reporting districts as follows:

Table II



2.6 We have not conducted any surveys or evaluations. We are planning to do this (e.g., referrals and identification system, employment opportunities, effectiveness of methods, etc.), but, at this time, we are only in the discussion stages.

2.7 Yes, informally. Our vocational counselor stumps the community, looking for training stations and jobs. We conduct follow-up surveys of our Educable Mentally Retarded one and two years after graduation. We now have eight years of data on file. Through legislative changes, we now serve the more severely disabled.

Follow-up Surveys

2.8 Yes, we have data banks on numerous program components. This activity is the responsibility of our Evaluation and Research Office.

2.9 Work experience specialists meet with the chamber of commerce; surveys are conducted yearly for the total vocational education program to determine employer satisfaction. In 1975, the district completed a five-year follow-up of handicapped in which we discovered movement up the "career ladder" (e.g., percentage going to college/trade schools: 0% in 1969; 42% in 1974: 18 graduates in 1969; 58 graduates in 1974). Currently, 325 handicapped students are being mainstreamed in vocational education.

Surveys

2.10 Mr. Hawthorne (State Consultant-Special Education) and Dr. Mayer (Associate Professor of Special Education, California State University, Los Angeles) conducted a survey for career development information for role and function definitions, as related to the California Master Plan for Special Education.

In 1973-74 of the seven Educationally Handicapped Students who graduated, six were employed, and the other one was taking training in Vocational Education.

Of the 12 Educable Mentally Retarded graduated in 1973-74, 10 were employed, and two are continuing education in a community college. Total 1973-74 Learning Handicapped graduates: 19; total employed: 16. Additionally, one hearing impaired graduate is employed in a savings and loan office; one orthopedically handicapped attending community college; and one accountant trainee nursing home (projected administrative trainee for hospital).

Career Development Success

3. Recruitment and Promotional Activities Used to Reach Handicapped Persons, Potential Employers; To Develop Community Participation:

Recruitment/ Promotion

3.1 We prepare newspaper articles, letters to private schools, other school districts and community agencies. The Special Education Advisory Committee provides inter- and intra-communication opportunities.

One of the most effective is the person-to-person approach used by the teaching staff. We have assistance from the Career Centers in each school, particularly concerning student involvement. Others included in the communication network are the Chamber of Commerce, National Alliance of Businessmen, the Community College and the Regional Occupational Program.

3.2 The Work Experience Coordinator for the Handicapped speaks to business and industrial leaders concerning student placement; the physically handicapped go to the Occupational Training Program for yard care and maintenance.

Student Placement

We are articulating our program with the Community College, (e.g., Communicatively Handicapped and Learning Disabilities).

3.3 Knocking on doors; articles in newspapers (including ARC); Air Force Base information booklet, slide presentations to Kiwanis, Wisemen, Pacific Telephone, school administrators; meetings with personnel directors and the State Personnel Board.

3.4 Involvement by the Advisory Board—but we are opposed to the identification of handicapped —preferring to emphasize strengths in a "true mainstreaming sense." Speaking to civic clubs, including Civitan.

3.5 All freshmen are required to complete a semester of career exploration classes. High schools have career centers which are utilized by handicapped students. We have a speakers bureau organized by the Director of Special Education. The Coordinator of Vocational Education is a member of the board of the Chamber of Commerce.

Career Centers

Three-hundred-and-one (301) articles on vocational education (including mainstreaming) have been printed in the local newspaper. Radio and television vocational education programs, including student discussions, have been presented.

A member of the District Vocational Advisory Committee organized and introduced weekly radio presentations, covering all facets of opportunities and programs for the handicapped in our schools.

3.6 Presentations through the mass media (e.g., television, radio and newspaper). The Director of Pupil Personnel Services and Special Education speaks to service clubs. Good exposure and assistance through Lions (blind and visually impaired), and the Kiwanis (Committee for the Handicapped).

3.7 Setting up on-the-job training stations in the community (e.g., convalescent homes, Sears, commercial display department and custodial; Regional Occupational Program—housekeeping, etc.), and reporting on these activities.

Training Stations

HOMEWARD BOUND van transports training center students back to their families.

The Vocational Counselor and administrators belong and report to civic organizations (e.g., Rotary).

Referral System

3.8 The School Nurse helps in the referral system; the teachers are extremely helpful. The Advisory Committee, with representatives from labor unions, contacts employers with the questions, "Can you use these people?"; and "What kind of training is needed?"

The Coordinator of Occupational Education for the Handicapped serves on Advisory Committees for the Community Colleges and the Governor's Committee on Employing the Handicapped.

Placement Counseling

3.9 The Placement Specialist is involved in full-time canvassing for training stations and jobs. The district has Work Experience Counselors who work full-time with the handicapped, and are in close liaison with the Chamber of Commerce. The district also has an active program with the Comprehensive Employment Training Act during the summer, and a cooperative agreement with the Division of Vocational Rehabilitation.

3.10 Vocational education funds are used to film Work-Study activities; the Advisory Committee seeks employment, and acts as an advocate for the program. The coordinator of Special Education, Work-Study, speaks to service clubs. District staff promote the programs by "word of mouth."

Job Market Analyses

4. Job Market Analyses for the Handicapped: None of the participating districts reported using formal job market analyses for handicapped:

4.1 We have conducted informal analyses, but not as sophisticated as for regular vocational education. The local ARC, American Institute of Research and Goodwill have articulation/communication with the County Office. Teachers provide person-to-person analyses, and analyze on-campus jobs.

4.2 The Work-Experience Coordinator has contacted and worked with all businesses in the area, and has placed handicapped students in appropriate work-training stations.

4.3 American River College has conducted a comprehensive survey of entry-level jobs, what types of handicapped students employers would accept, and *who* the employers were who would accept *what* handicaps.

4.4 American River College survey and informal contacts by our staff.

4.5 Job market analyses have been conducted as components of the regular vocational education program. The analyses are conducted as Special Education and Vocational Education teachers of mainstreamed students develop job opportunities through community surveys.

A Vocational Rehabilitation Counselor for the Handicapped searches out jobs and develops job interviewing skills. (Vocational Rehabilitation pays for the EMR student service; Special Education pays for the services to the Educationally Handicapped.

4.6 The need has been discussed in our district; we are in the planning stages.

4.7 We have not conducted a job market analysis for the handicapped. Informally, we have found that the Educable Mentally Retarded student is more readily accepted; the "obviously handicapped" are not as readily placed.

Placement Success

The Educable Mentally Retarded have been most successful in the area hospitals. Less acceptance has been generated in restaurant work. Convalescent hospitals are our best market. Landscaping and maintenance crews for large apartment complexes work well when properly supervised.

4.8 We have not conducted a formal market survey. Our experience indicates that the Educable Mentally Retarded are the most readily placed.

Job Market Analyses

4.9 We do not make separate job market analyses for the handicapped. We look to job market surveys.

The County Regional Occupational Program is developing an extensive survey. With the emphasis on mainstreaming, we don't make it a point to identify students as handicapped for special jobs—but emphasize the skills and interests of the individual.

4.10 A job market analysis is continuous, and is a major responsibility of the Coordinator of Special Education Work-Study.

It is somewhat easier to place Educable Mentally Retarded than Learning Disabled primarily because the curriculum is better developed (for Work-Study), and we have more administrative/program flexibility. After graduation, student progress is followed for two years. Hopefully, the community college will be helping us in this phase.

Problem Identification/ Classification

5. Methods, Tools and Techniques Used to Identify and Classify Specific Problems of Individual Students: All districts reported using formalized methods, tools and techniques for identifying and classifying individual students.):

5.1 Psychological, medical, social and academic histories are compiled on each student. A battery of psychological and ability tests is administered. Observation of students in class and on campus on-the-job training provides additional information concerning the students needs, interests and abilities. The students are then placed in the community through the Work Experience Program.

Program Development/ Counseling

5.2 The high school Counseling Department and the School Psychologist provide direction for program development and criterion-referenced tests.

Counseling in career clusters and interest areas has been initiated; vocational and work evaluation is conducted.

5.3 The Admissions and Discharge Committee completes a full diagnostic-prescriptive workup which includes psychological services (e.g., Wechsler), academic testing (e.g., Wide Range Achievement Test) and placement recommendations.

5.4 Counselors help the Aurally Handicapped student to move into the world of work. The Coordinator of Work-Study assists in programming study-work elements. Placement diagnosis is a continuing process.

Counseling

The EHA VI B Project provides additional support. Academic levels, interests and abilities are determined by the teachers. The Career Development class assists by testing for interests (JOB-O). The Work-Study Coordinator and the teachers develop methods, tools and techniques for identifying specific needs, and designing programs for individual students.

5.5 Special Education teachers administer aptitude and personality inventories. Official health records, standardized tests, teacher observations, diagnostic tests, recommendations by licensed practitioners and integrated (vocational) subject matter are used in the individualization of instruction.

Additional academic provisions include team teaching in special programs and the use of special instructional materials.

The district has modified the student-teacher ratio to provide special attention and assistance to the handicapped. Special counseling is also provided.

5.6 Counseling services are provided for the students and their families. Diagnostic and evaluation tools are prepared and utilized within the instruction/training program. Education testing is conducted to determine academic levels, interests and abilities.

Counseling Services

Vocational and/or work evaluation is conducted in the classroom and the work-experience program.

5.7 A psychologist is in each school. We use the Admission and Discharge Committee procedures with an end-of-year evaluation for every student in all Special Education programs.

We have family-parent weekly meetings with the Educable Mentally Retarded, and a special counseling group has been developed for parents (other handicaps as needed). Teacher-parent conferences are required for all handicapped. Students are referred to the Work Training Section for evaluation and pre-vocational training.

5.8 Personnel are occupationally/vocationally oriented. Our occupational centers are (1) diagnostic/prescriptive; and (2) college-oriented. The Regional Occupational Center provides good support to our program for the handicapped.

Occupational Centers

5.9 We have a Skill Development and Discovery Center for vocational education, which includes the handicapped to examine the worker's role through potential, interest, selection of area of work, and placement in exploratory mode in which the student maintains a diary of "Joe Smith's" skills. *Skill Development*

This prescription for skills "hits with 96 per cent accuracy," because the weakest areas for the handicapped were in physical and manual skills.

We researched methods and materials and secured Singer, JEV's and Val Par systems to obtain student assessments. In addition to the Skill Development and Discovery Center, each high school has a Comprehensive Career Center.

5.10 Work evaluations include eye, hand, foot coordination; clerical tasks; oral instructions; written instructions; following recipes, etc. *Work Evaluations*

Parent-teachers and student conferences are held with Special Education and regular teachers both on and off campus (e.g., auto mechanics, trade and industry, regional occupational programs and community college).

6. Multi-disciplinary Team Review for Students: ***Team Review***

(Each of the 10 participating districts reported that they had a multi-disciplinary team review for students.):

6.1 Teachers review all students twice a year. The Psychologist prescribes a program through the Admissions and Discharge Committee. Students identified for the Learning Disabilities Group have a 45-day program "try-out" period.

In the program for the multi-handicapped, a Special Therapist, Special Education teachers, Psychologist and Career/Vocational teachers diagnose and prescribe for each student.

One school has an education committee (EHA-VIB) to identify the needs (of the students), and to flexibly program for these needs.

6.2 The Admissions and Discharge Committee (comprised of the Psychologist, Nurse, Program Specialist, Communication Specialist, Building Administrator and teachers) initially identify student needs. *Admissions/ Discharge Committee*

The Program Specialist assists in the preparation of behavioral objectives, and reviews an individual's progress three times a year. At the end of the year, a progress review for each student is presented to the Admissions and Discharge Committee.

6.3 The programs have a multi-disciplinary team review for the students through the Educational Assessment Service, utilizing the School Appraisal Teams (i.e., each school includes an administrator, school psychologist, nurse and others as needed).

6.4 This is done in accordance with the California Master Plan for Special Education. A prescription is prepared for each student in the Master Plan School (one high school has been so designated).

6.5 Student progress is reviewed through the Admissions and Discharge Committee, and change of program or school is made as needed. Review is also conducted informally through the Special and Vocational Education teachers concerning students' mainstreaming program needs. *Student Progress*

6.6 As a Comprehensive Planning Agency (A California Master Plan for Special Education participant), the district is required to have School Appraisal Teams plan, implement and evaluate programs and students. Students are reassessed at least bi-annually.

6.7 An end-of-year review is provided for every student in the program. The review team consists of the Vocational Counselor, Speech Therapist, administrator and teacher(s). *Reviews*

6.8 An on-going, informal process of review involves the counselors, Mainstreaming counselors, teachers, parents and students.

6.9 The multi-disciplinary team review includes:

Assessment: (Self-awareness).
Aptitude: CATB, SAAS, Psychological Profile, VALPAR and Purdue Pegboard.
Interest: JOB-O, COPS, Picture Interest Survey, PIBS.

Pre-employment: *Pre-Employment*

Cluster Exploraton: Field trips, slides and films.
Interview Skills: Personal Data Sheet and completed Learning Activity Packet for Application.
Mock Interview.
Mock Telephone.
Classroom Training: Video, slides, audiotape, (specific occupation and general skills; e.g., making change, basic math, adding in columns), mock-up, on-the-job training (Regional Occupational Program, exploratory work experiences and industrial arts).

Job Placement:
Job Availability: Interview Readiness (Special Education teacher, Work Experience coordinator and Special Education work experience).
Follow-Up: Visitations, phone calls.
Related Learning: Help in low skill areas; placement in training classes.

Job Placement

Records:

6.10 The program has a multi-disciplinary team review through the Admissions and Discharge Committee. Each school has case staffings with guidance personnel, teachers and others. Other functioning committees include: Regional Occupational Program and Vocational Rehabilitation (eligbility, service, etc.). Excellent cooperation with all components.

Records

7. Methods for Determining the Accomplishment of Student Goals:

Student Goals

7.1 This district uses a system of performance objectives. The Admissions and Discharge Committee determines students' functioning levels and the subsequent special services needed.

7.2 We use pre- to post-test analyses of gains of behavioral objectives. We analyze why students placed off campus are succeeding. (The Fullerton Employer Evaluation Check List is used).

7.3 The School Appraisal Team reviews all referrals within a school, and makes recommendations regarding such referrals. In conducting its responsibilities, the team obtains necessary individual studies from professional specialists.

An Educational Assessment Service reviews the referrals for in-depth studies from the School Appraisal Teams, from parents and from other sources. The E.A.S. then makes appropriate recommedations, and periodically assesses progress.

Referrals

7.4 We determine why an individual student has accomplished his/her goal by working with each, knowing his/her interests, and checking his/her progress.

7.5 Students cannot proceed until they have completed minimal competencies within the vocational subject areas; they must pass performance objectives at prescribed levels (e.g., typing, agriculture production, ornamental horticulture, nursing, trade and industrial, etc.).

The determination as to *why* a student accomplished goals is the analysis of the match to his/her job placement.

7.6 A review of students' progress is conducted by the instructors (e.g., metal shops—assistance by the instruction and the director). The student is accountable and responsible for behavior. Individualized assistance is the most important aspect for promoting Mainstreaming. The teacher responds to those who can express their needs.

Student Progress

7.7 At the end of the year, reviews are conducted to determine progress, and program elements are revised as needed. New strategies are designed for individual students, and next year's program is planned.

7.8 Instructors at the Regional Occupational Center, or the Regional Occupational Program Center assess that the student is ready for employment.

Progress Assessment

7.9 Yes, we are after process rather than product, quality rather than quantity—through individualized behavioral approaches, weekly progress reports from employers and supervisors, and on-the-job visitations. The related instruction package articulates education to work skills.

7.10 Yes, formal planning begins at the ninth grade when the Coordinator of Special Education, Work-Study, visits each junior high school, and advises the students on work-study and work training opportunities. He works with students, parents and school.

Individual goals are established at the beginning of the year, and continuous progress reviews determine whether or not student is meeting the objectives.

8. Provisions for Vocational Education Personnel and Special Education Personnel to Plan/Program for Students: Of the 10 participating districts, nine reported that they had provision for the vocational education and special education personnel to plan/program for students.):

Student Planning/ Programming

8.1 The director maintains records for the district; Vocational and Special Education teachers cooperatively design, implement and evaluate the program at the school level (e.g., business education, autoshop, etc.).

Vocational Education is offered to individual students, or entire Special Education classes through integrative and/or special class instruction.

8.2 Provisions include formal case staffing. Program planning, revisions and/or modifications and record-keeping, including individual program plan.

8.3 The Vocational Specialist for the handicapped meets with the School Appraisal Team and the Educational Assessment Service to recommend student placement in vocational programs and work

opportunities.

Integration of Handicapped

8.4 The Aurally Handicapped have their own provisions. Within the schools, provisions are made for curriculum planning, regular work experience and industrial arts. The handicapped are integrated into the Regional Occupational Program.

8.5 Formal case staffing, counseling, testing, diagnoses and tutoring are offered in the Adolescent-Child Study Center. Program planning (including designing objectives, planning activities and explanation of evaluation processes), and record-keeping (including individual program plan) are also performed.

Resource Specialist Program

8.6 The Resource Specialist program provides instructional planning, special instruction, tutorial assistance and other services to individuals in regular classrooms and special programs in each school.

Programs are computerized for special education. Provisions include formal case staffing. Program revisions and/or modifications are made twice yearly. Record-keeping and monitoring includes idividual program plan.

8.7 The Committee is attempting to overcome articulation/communication problems by developing strategies. In one high school, the Vocational Education teachers require case staffing of handicapped students before they accept them into vocational classes. Deaf students have an interpreter, who accompanies them into auto-body and building/trades classes.

Referrals

8.8 The Counselor in Occupational Education for Special Schools meets with Special Education teachers and instructors from the Regional Occupational Center to identify referrals, and develop program plans for individual students.

He also provides for individual referrals to rehabilitation services during their last school year, to provide prostheses and other support systems, as needed.

8.9 Formal sessions are held twice a month at the district level; each campus operates informally. Monies are allocated to individual campuses for mainstreaming the handicapped into Vocational Education.

Pre-Scheduling

8.10 Yes, students are pre-scheduled for the next semester through a review of progress by Vocational and Special Education teachers. The next steps are determined through teacher-student planning sessions.

Pre-vocational visits are made to the Regional Occupational Program by student groups so both the R.O.P. staff and the students can plan for the next semester.

Pre-service Involvement

9. Pre-service and In-Service Opportunities Provided for Teachers Who Work with the Handicapped: (Pre-service involvement was minimal. All but one district reported in-service involvement.):

9.1 Teachers have been involved in curriculum development for two months during the summer: (For school-level programs, auto shop teacher and Special Education teacher modified auto shop curriculum; business education teacher worked with Special Education teachers to design a district-level curriculum.)

9.2 Consultants from Engleman-Becker Associates, Grolier Education Corporation and Career Education have conducted in-service sessions for Special Education personnel.

9.3 None.

9.4 Participation was established in the Kern High School District Career Training Center EHA Title VI B Dissemination Project. Twenty-five tool boxes for Special Education teachers were purchased, and weekly in-service sessions were conducted for selected teachers of the Learning Handicapped to teach them how to do vocational projects. Teachers also attended a conference held by City Municipal utilities.

9.5 District personnel attended State Department Vocational Education workshops, and driver training in-service for Special Education teachers. Home economics teachers are sent to Oakland (and other areas) to study programs for the culturally disadvantaged and handicapped.

9.6 Between training, travel and related in-service costs, the district spends about $5000. Personnel meet once monthly, and travel to and bring in specialists from other places (e.g., Career Training Center, Kern High School District; Team Learning, Castro Valley; Rural Special Education, Lignite, South Dakota). A two-week training program is sponsored through Humboldt State University.

9.7 In-Service was conducted through county-directed EHA VI B project. Two one-day workshops for 32 vocational teachers were also held. The goal is to increase awareness and understanding of handicapped students' needs in Vocational Education and related services. Dramatic presentations by employers of the handicapped were made.

In-Service Education

9.8 In-service education is accomplished through mainstreaming approaches. Career Counselors work directly with teachers to provide internal support. The emphasis is on identifying and developing a support system.

9.9 No pre-service involvement was initiated. In-service is conducted by campus administrators. who have the Special Educator Work Experience Counselor meet with teachers once a week. This

provides both input and interest in Vocational Education for the handicapped.

In-Service Sessions

9.10 In-service sessions are conducted on Career Education for the handicapped. The Coordinator of Special Education Work-Study speaks to new teachers and conducts in-service on a one-to-one basis.

Individuals and groups are taken to work stations in the field to operationally plan "study" to coordinate with work. Teachers have also been involved with State Driver's Education (EHA-VIB) Workshops, and the Career Training Center Dissemination (Kern High School District EHA-VIB).

Vocational educators have been sent to conferences on exceptional children and youth.

Schedule Modification

10. Modification of Schedules for Faculty and/or Students: (All districts reported using modifications of schedules for faculty and/or students.):

10.1 Emphasis is on complete flexibility; teachers are encouraged to develop cooperative programs between Special Education and Vocational Education for individual students including arranging for jobs.

Jobs come first, academics second. We are becoming increasingly involved with the Community College Enabler Program.

10.2 Special courses for the handicapped have been established in landscaping. Skilled (outside) people were employed to teach them. Several handicapped students were placed in auto shop, and special performance objectives were developed. An aide was employed to institute a 3:1 ratio.

Work Experience

We have identified special needs and bought special equipment to program students through a work experience program using modified schedules.

Handicapped students are involved in the county-operated Regional Occupational Center.

10.3 Instruction is conducted on an individualized basis for the Aurally Handicapped.

10.4 The district conducts a summer work experience program for the handicapped. An extension school day is used. The district employs outside personnel for maintenance and transportation.

10.5 Institutional and home management services modifies the ratio to 12:1. The time in training is modified, based on student needs and performance. All Special Education students have individualized programs. All students who are mainstreamed have individualized programs. All vocational programs provide flexible student entry and exit.

Program Graduates

10.6 Graduates can come back for more training. Summer schools, camping programs and work experience are available in the summer.

Designated Instructional Services are provided by specialists for the handicapped in regular

HAND-LETTERED instruction sheet made by this handicapped boy will later aid other students.

vocational classes. Flexible scheduling in the Regional Occupational Program allows students to work and train as individual needs are identified.

10.7 Special transporatation equipment and schedules are provided to move the handicapped to vocational classes. Schedules are arranged to have students at job training sites during regular school hours. Grounds crews at two high schools have positions reserved for handicapped students.

The Vocational Counselor supervises and provides liaison. "Whenever vocational opportunity exists for the handicapped, academics are scheduled around it."

Individualized Instruction

10.8 Instruction is provided on an individual basis. The supplemental teacher determines what is needed to support the student and the parents, and provides the support (e.g., corrective surgery, prostheses, leg braces).

10.9 Special Education teachers individualize schedules and instructional opportunities for the mainstreamed handicapped students when they are moved into Vocational Education. Articulation is accomplished through full-time department chairmen.

Mainstreaming Basis

10.10 The mainstreaming program has its basis in flexibility and individualization for students. Each year, waivers are requested for minimum class days. Special Education teachers are encouraged to "build their schedules around the master schedule."

Their responsibilities, as identified in schedule periods, include conferencing, preparation and supervision of work-study. "Plan your programs as appropriate for learning."

Curriculum Modifications

11. Curriculum Modifications: of the 10 participating districts, all 10 reported that they had made curriculum modifications for the handicapped.):

11.1 All curriculum is individualized. One school has added business machines, drafting and bookkeeping classes for the Educationally Handicapped to assist them in developing practical skills. Automotive, woodworking and the work experience have made modifications for the handicapped.

11.2 Special digital equipment has been provided for blind students. The auto shop employs a paraprofessional to work with several handicapped students. Workbooks and textbooks have been modified.

Classes for the Educationally Handicapped are career-oriented (will be vocationally involved with community-based programs and projects next year).

11.3 Curriculum modifications have been made by slowing the pace of learning increments, and providing support systems (e.g., use of tape recorders, tests read to the student by aides in history, life problems, etc.). "Slow Learners" enrolled in typing classes are allowed to move slower than the standard established progress patterns.

11.4 Interpreters and tutors are provided for the Aurally Handicapped. Special Education teachers are assisted by the Coordinator of Work-Study to mainstream students with appropriate resource/support systems in industrial arts, small engine repair, business machines, etc.

By selecting those vocational teachers who are interested in the handicapped, modifications in the curriculum have been achieved.

11.5 An up-dating of curriculum objectives occurs yearly (e.g., shop classes—equipment, etc.). Additional time is allocated to the Curriculum Coordinator and the department chairmen to develop special programs (e.g., vocational foods).

Specially designed textbooks and workbooks have been produced. Basic tools are provided. Classes that need additional support are assisted (e.g., vocational welding requires 3 to 4 times the welding rods, etc., for the Learning Handicapped).

11.6 Allocation of additional time was made to develop vocational skills. Specially designed textbooks and workbooks were acquired. Analyses of tasks were performed within an occupation to identify needed modifications (e.g., motel maid, custodial and ornamental horticulture).

11.7 The modified Home Repairs Class (industrial arts) was designed for the handicapped. Skill development includes fixing light sockets, replacing floor tiles, use of hand tools, repairing hinges, toilet valves, etc.

A special Career Center has been created. The Vocational Counselor modifies tests, and slide shows are available for presenting vocational areas (particularly valuable for Communicatively Handicapped students).

11.8 Use of system FORE allows us to take the student at his present level of performance and, using a diagnostic prescriptive process, move him through an individualized, competency-based program.

Curriculum Priorities

11.9 The curriculum priorities are ranked thusly: 1. Social, 2. Vocational, and 3. Academics, in that order. An illustration is the District-Developed Employment Preparation Kit, which starts with assessment, pre-employment, job placement, follow-up and related learning.

The Project Worker program emphasizes non-verbal approaches through performance, "hands-on," criterion-referenced skill development. "Good, basic curriculum approaches" (e.g., films, video tapes) are developed in the district.

11.10 We have set up our own curriculum through individualized instruction. Teachers are keenly aware of programming for individual needs in work-study (e.g., telling time, measuring, etc.), and plan students' studies accordingly.

12. Provisions for Curriculum Development: (All but one district reported that provisions had been made in the development of curriculum.):

Curriculum Development

12.1 Released time has been provided for staff curriculum development. Paid workshops with credit are provided on the salary schedule. Community College and State University courses, specifically designed for the district's program, were started.

Consultants have been employed to develop performance objectives and individualized learning packages.

12.2 Planning a Career Education program with a full-time consultant was initiated, as well as contracting with landscape specialist and agriculture instructor for special program development.

Individualized learning objectives were designed by teachers, in cooperation with Vocational Education, and specialists were provided for individual students.

Career Centers are utilized by the handicapped to develop entry-level skills and progession. Corrective Reading Science Research Associates Consultants have presented workshops. Teacher-developed materials are utilized.

Directed instructional systems in teaching arithmetic and reading have been used in simple, progressive, direct instructional approaches. Consultants include Jane Root, Finis Englemann and Barbara Bateman.

12.3 No special provisions have been made.

12.4 Field trips are made to the adjacent Air Force Base for orientation to work and work-study sites for parents and students. Teachers of the Aurally Handicapped employed during the summer were employed to develop curriculum for a new Career Class.

12.5 Released time was approved for the chief coordinator to conduct paid work experience for Learning Handicapped students at the adjacent Air Base. Contracts were made with consultants and specialists to familiarize students and teachers with clothing styles, appropriate dress, and grooming. Curriculum consultants and department chairpersons were used as curriculum development leaders. Individualized learning packages and orientation presentations were developed to expose students to various occupations. Visually handicapped students are scheduled into bakeries, catering services, newspaper publishing and hospitals to observe these occupations first-hand. Regularly planned orientation seminars are followed up for career awareness.

12.6 The Center for Learning Handicaps was developed and utilized. Tools and curriculum for home repair for students from culturally deprived environments were provided to teach them how to paint, tile floors, and make other simple repairs.

12.7 The Regional Occupational Program has designed a course for the Educable Mentally Retarded in developing custodial and housekeeping skills. The Work-Training Center provides pre-vocational skill development and evaluation, and is a resource center for the system providing commercial laundry services for the schools.

The Learning Handicapped have an electronics and packaging workshop.

Mainstreaming Program

12.8 Mainstreaming as a research, experimental and demonstration program started with vocational education funds. Supplemental instructors are developing curriculum materials for the handicapped. Itinerant teaching is diagnostic and prescriptive; individualized learning packages are developed. Orientation programs include opportunities for students to visit various occupations.

12.9 Through our ESEA Title III and EHA Title VIB projects, we have managed to "free-up" teachers to develop appropriate materials (e.g., learning activities packages for students) both during the summer and the regular academic year. Two district in-service education sessions are conducted each year. Teachers work on areas of their choice.

I.Q.s are raised to such an extent that "EMR's" no longer fit the sub-classification of Learning Handicapped.

12.10 Students observe work stations and the tasks involved (planned for one student or a group).

Teachers are involved in the supervision of students in on-the-job training. (The RISE Commission recommends this type of flexibility and realistic preparation for the world of work.)

13. Modifications of Equipment for the Handicapped:

Equipment Modification

13.1 Communicatively Handicapped: Teachers communicate through signing—using printed rather than verbal instructions. Sound amplification systems are utilized. Information in the career centers is on audio-visual tape. A speech therapist is on the Vocational Education team for the multi-handicapped. Phonic Ear and Phonic Mirror are used; referrals for hearing devices are coordinated through this program. A special telephone permits the student to read teletype messages. Amplifiers on phones are available for the hard of hearing; listening posts and tape recorders are also used by the hard of hearing.

13.2 Physically Handicapped: Required are: Braille and large print materials; ramps; signals keyed to hearing; adaptations of regular equipment (e.g., hand controls); special desks and worktables for students in wheel chairs; shelves and electrical outlets; additional restroom facilities; electronic reading devices (optical); adaptive transportation (lifts, etc.); wheel chairs, power lifts and

hoists; mini-buses; overhead enlargement projectors; freight elevators; modified electric typewriters and electric wheelchairs.

Readers have been replaced by audio tapes. Special drafting tables and adaptive equipment for drivers education have been utilized.

13.3 Learning Handicapped: Need are typewriters, tape recorders; listening posts; adding machines; calculators; visual displays developed for sequential steps by teachers; mockups for learning electronic assembly, and tutors for both in-class and on-the-job training.

Equipment Modification

13.4 Severely Handicapped: Needed are farm, tractor and gardening implements for horticulture and recreational park programs, work training centers without architectural barriers; accessible restrooms, drinking fountains that have been lowered; jigs; saws and drills that are teacher-designed for assembly tasks; and jigs for placing windows in bakery boxes.

A State Education Surplus Center for Education and Non-Profit Agencies has been established to teach maintenance of equipment (e.g., clean, repair, display) and merchandizing skills. (This program has been most successful, increasing the turnover on typewriter repairs 900 per cent. Students are paid through State Surplus Center.

14. Supplemental Education Services Assisting Handicapped in Regular Vocational Programs:

Supplemental Educational Services

14.1 Additional supplemental staff includes teachers, tutors, aides and volunteers (parents) to reduce the class loads; additional media transportation support; and conferences with mainstream teachers prior to enrollment.

14.2 Psychological services to test, diagnose and evaluate emotional and mental problems; professional development centers to assist teachers in working with individuals (Madeline Hunter Model); guidance and counseling services (including referral and follow-up); tutorial services; transportation to and from work stations; vocational rehabilitation services in conjunction with instruction and counseling; sign language instruction and note-takers.

14.3 Psychological services, including testing; director follow-up; transportation to vocational experience center; aides and tutors to assist the handicapped in Vocational Education, and available mobility training.

14.4 Psychological services, including testing and diagnoses; Regional Rehabilitation Service provides health and psychological examinations and referral service to agencies and schools.

All seniors are referred to rehabilitation for additional services and job placement.

14.5 Psychological services provided; counselor services provided for handicapped vocationally mainstreamed students; teachers articulate with work experience and placement personnel, with follow-up evaluations.

Psychological Services

Adolescent Child Care Center provides tutorial services; nurses and tutors work with students in the nursery program. Taxis are provided for student transportation; family counseling is provided by psychologists and teachers in the vocational program.

Under Part A—Vocational Education, two teacher aides are tutoring low-functioning students in mathematics and English.

14.6 Psychological services to test, diagnose and evaluate emotional and mental problems; guidance and counseling, including referral and followings.

Teachers locate jobs for students, and monitor their progress; tutorial services are provided as needed; transportation is excellent; teacher aide accompanies handicapped students into vocational classes, and provides services, as needed.

14.7 The teacher for the Learning Handicapped rewrites the vocational manuals. Deaf and hard of hearing interpreters are provided. Aides assist students in their transition into Vocational Education; tests may be given orally. One shuttle bus is available for on-the-job training. The Special Education Vocational Counselor surveys the community for jobs, and supervises the students in follow-up activities.

14.8 Psychological testing, diagnoses and evaluation; counseling and guidance; referrals and follow-up; and job placement.

14.9 Adaptations, provided by teachers, are primarily the addition of audio-visual equipment and the employment of a nurse and other specialists to provide services to the physically handicapped.

Modifications

14.10 Tutors, materials, and hardware. District-level staff are available, including psychologists, speech therapists and a coordinator.

Work evaluation is conducted in two-week segments by the county and the county schools. Some of the students are supported through the Regional Occupational Program, and others through vocational rehabilitation.

15. Facilities Required for Reaching and Teaching Handicapped Students:

Required Facilities

15.1 Purchase, rental and operation of portable units; mobile classrooms, diagnostic center and guidance units; rental of nonpublic space to serve school-age mothers; contracts with private, nonpublic programs and services; and utilization of community college programs and services.

15.2 Purchase of homemaking room for Special Education students.

15.3 Classroom bungalows for Vocational Education program; and mobile van for transporting resource program.

15.4 Mobile unit serves as a diagnostic center; and trailer rental for drop-out recovery program.

15.5 Rental of homeroom for handicapped in Vocational Education; rental of space and equipment for home economics from church; and contract with beauty academy for cosmetology training.

15.6 Rental of space from church to serve the severely emotionally disturbed; and sheltered workshops as work stations for all classifications of handicapped.

15.7 Work training center; a diagnostic center; a pre-vocational center; and a vocational center. The Regional Occupational Program provides a mobile van for custodial and housekeeping services.

15.8 Rental of nonpublic space includes written contracts with itinerant workshops for developmental progression of vocational skills for the Learning Handicapped; sheltered workshops for the Severely Handicapped.

15.9 The Skill Development and Discovery Center provides assessment, pre-employment, job placement, follow-up related learning and evaluations through specialized commercial and teacher-constructed instruments.

15.10 The Career Education Center offers many types of information on careers (e.g., film loops, pamphlets, brochures, video and sound tapes).

Required Facilities

16. Cooperation with the Business Community:

16.1 Students have been placed in on-the-job training and employment in-service stations, garages and restaurants. Seniors are often placed in jobs in former training stations. Learning Handicapped, who worked part-time are offered full-time jobs in the community.

16.2 Job training station are developed through community cooperation.

16.3 The business community cooperates through the work experience program. Students train and receive credit for skill development and part-time employment. The "Good Grooming Unit" program was developed and taught by personnel from Rhodes Department Store.

16.4 Representatives of the business community serve on the Advisory Board for Vocational Education.

16.5 The Work Experience Coordinator, with the cooperation of business and community services, supervises and monitors training and job placement in fast food outlets, car washes, city and county programs (Comprehe...ive Employment Training Act), and private contractors at the Air Force Base (e.g., cafeteria, Red Ball Express, and beauty shops).

Representatives from the business world serve on the Advisory Committee, and operate a public relations program (e.g., newspaper articles, service club presentations). Service clubs provide special equipment, examinations, clinics, etc. The American Association of University Women operates a community education resource service which provides speakers and demonstrations for schools (K-12) on occupational orientation. The group also provides organized, long-range planning for Career Day.

16.6 Business people are employed for the Vocational Education program to assist the handicapped (e.g., a full-time instructor of Vocational Education is employed in the Direct Instructional Service. All handicapped students will go through Vocational Education at the Regional Occupation Program. All teachers have business and/or industry backgrounds.

16.7 The business community cooperates in the Work Experience Program (e.g., Sears, convalescent hospitals, gas stations, etc.). Trainable Mentally Retarded work at a thrift store operated by a private, non-profit organization. A doughnut shop, established by a private benefactor for the handicapped, has involvement by both the Department of Rehabilitation and the Regional Occupational Program.

16.8 TRW provides an instructor for the Mock Plant. Hughes Aircraft provides advisers, and furnishes reject material for the Mock Plant involving the Educable Mentally Retarded.

Some 600 students are in Comprehensive Employment Training Act programs. Teachers are taught by field specialists and, in turn, instruct others to teach students through individualizing instruction.

16.9 The business community has been supportive by providing representatives on advisory boards, on-the-job training sites, orientation and visitation opportunities and jobs.

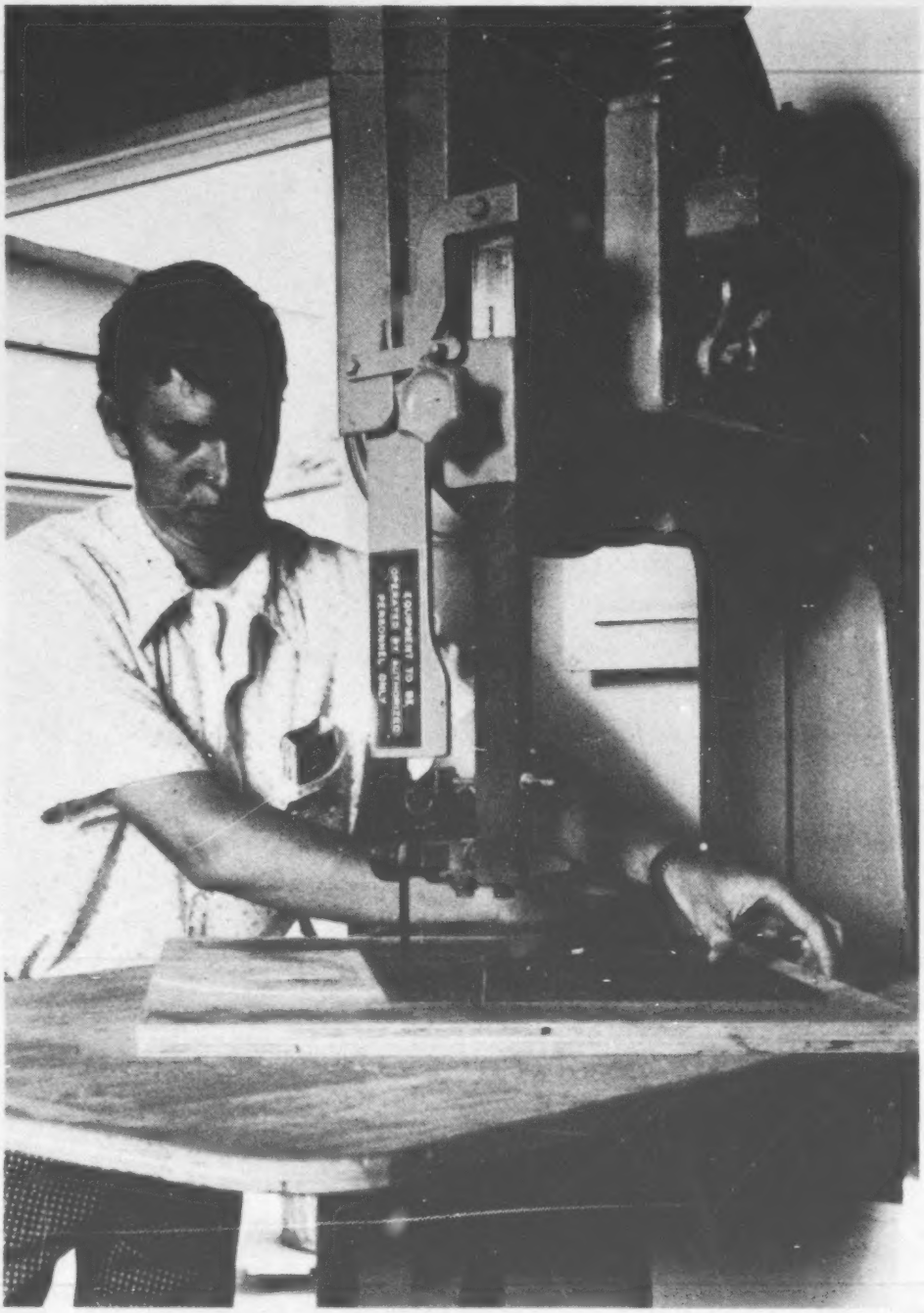
16.10 The business community is actively involved through the Advisory Committee (task force), work-study (on-the-job training) and advocacy. Through the chamber of commerce, banks and other community establishments, we enjoy excellent cooperation.

Business Cooperation

17. The Agencies and Organizations that Cooperate in Vocational Education Programs for the Handicapped:

17.1 *Federal Agencies:*

Agencies/ Organizations



SUCCESSFULLY MAINSTREAMED trainee demonstrates precision band-saw skills.

National Alliance of Businessmen
Federal Government Employment Office
Community Action Program
Comprehensive Employment Training Act
Vocational Education Act (Parts A, B, F, G and H)
Veterans Affairs
Social Security Administration
Bureau of Indian Affairs
Vocational Rehabilitation Act (VIB)
Elementary Secondary Education Act (Titles I, II, and III)
Army Depot
Air Force Bases
Immigration and Naturalization Services
National Aeronautical Space Administration
Civil Service

17.2 State Agencies

Department of Welfare
Department of Health
Agency for the Blind
Agency for the Deaf
Department of Education
State Personnel Board
Public Employment Retirement Service
Governor's Committee for the Employment of the Handicapped
Family Service Agency
Employment Development Department
State Education Surplus Properties
Department of Vocational Rehabilitation

17.3 Local Community (Public and Private):

Youth Employment Service
Chamber of Commerce
Community Colleges
Continuing (Adult) Basic Education
Right to Read
County Mental Health Programs
County Probation Department
Regional Occupation Centers
County Government
Dropout Prevention Programs
Parents Advisory Committee
Area Planning Agencies
Comprehensive Planning Agencies
Parent-Teacher Association
Kings-Tulare Industrial Education Council
City Recreation Center Drop-In Program
Children Shelter
Industry Education Council
City Offices

17.4 Private Nonprofit Organizations:

Crippled Children's Society
Easter Seals Society
Goodwill Industries
National Association for Retarded Citizens
California Association for the Retarded
Epilepsy Society
Regional Centers for the Developmentally Disabled
Local Associations for the Retarded
Private, Nonprofit Schools
Home of Guiding Hands
Boys and Girls Aid Society
Townhouse Foundation

Hope for the Retarded
Sheltered Workshops
Associations for the Blind

17.5 Business and Industrial:

Hewlitt-Packard
Sears
Pacific Telephone and Telegraph
MacDonalds
Emporium
Jack-in-the-Box
Sambos
Kaweah-Delta Hospital
Ceasare's Auto
Kramer Carton Company
State Cafeteria
U.S. Army
Payless
Vision Conservation Institute
Rhodes Department Store
Society for the Prevention of Cruelty to Animals
Private Employment Agencies
Trade and Labor Unions
Safeway
Lucky Markets
Grossmont Community Hospital
Taco Bell

17.6 Special Interest Groups:

Young Men's Christian Association
Young Women's Christian Association
Volunteers in Public Schools
California Association for Neurologically Handicapped Children
Boys Club
Big Brother
Big Sister
Santa Clara Nurses Association
Dental Auxiliary
Medical Society

17.7 Citizen Organizations:

Kiwanis
Lions
Elks
Civitan
Rotary International
American Association of University Women
Soroptomists
Optimists

WILSON RILES
Superintendent of Public Instruction
and Director of Education

Appendix D

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO 95814

January 21, 1976

Dear Mr.

A study of "mainstreaming" handicapped students in vocational education programs in secondary schools is being conducted by Dr. Gordon F. Johnson from California State University, Fresno. The study is supported by a Vocational Education research grant and is designed to obtain information and produce a handbook that will be useful to both school personnel who have responsibility for special education and for vocational education.

A goal of the study is to make available to staff of secondary schools in California information that will help them provide realistic, useful employment preparation for handicapped students. The major components of the project are: (1) identifying significant characteristics and provisions of mainstreaming the handicapped in vocational education; (2) developing model guidelines for mainstreaming through analyses of field practices; and (3) preparing a handbook of mainstreaming practices in selected California secondary schools.

Your district has been identified by the project Advisory Committee as one which is mainstreaming the handicapped in a regular vocational program. If you are willing to share information about your program with the study, please contact the project director; he will answer any questions that you may have about the project, and will arrange for an on-site visit with your program representatives to conduct a structured interview. Dr. Johnson's complete address is: Dr. Gordon F. Johnson, Professor of Special Education, California State University, Fresno, California 93740, (209) 487-2976.

Your interest and cooperation in serving students with handicaps is appreciated. We are certain that the input from your program will prove very beneficial to other districts throughout the State.

Sincerely,

James H. Crandall

James H. Crandall, Coordinator
Vocational Education Research

Theodis Hawthorne

Theodis Hawthorne, Coordinator
Career Opportunities Development Program

JHC:elh

FRESNO COUNTY
DEPARTMENT OF EDUCATION

ERNEST A. POORE,
SUPERINTENDENT

Appendix E

SUMMARY

V.A.S.E. MEETING

FEBRUARY 18, 1976

REPORT ON PILOT MASTER PLAN FOR SPECIAL EDUCATION

BY DR. PAUL HILLAR

1.0 Initial Planning

During the 1974-75 school year, Stanislaus County obtained a $16,000 Title VI Grant for local planning and later submitted a pilot project to the State Department of Education for a Master Plan. An initial goal was $130,000 of supplemental funds to implement the reorganized program. The comprehensive plan included the entire county.

An area of emphasis in the Stanislaus Plan was the Resource Specialist Component, and the implementation of School Appraisal Teams and Educational Services for the entire county.

The pilot project was initiated in July 1975. The written Master Plan, which has been approved, consisted of two lengthy volumes and one volume of revisions. The County had requested a total of ninety positions for Resource Specialists. The actual State allowance was thirty positions.

A workshop to indoctrinate these personnel was held with State input. One chronic problem has been interpretation of various sections of AB 4040. CAC Title V regulations have been recently adopted by the State Board and will take effect on July 1, 1976. Dr. Hillar recommends keeping in close touch with the County Counsel concerning interpretation of Master Plan Legislation.

2.0 Reorganization of Program

The first step in the reorganization process in Stanislaus involved the appointment of an Advisory Council. This consists of County and District educators, agency representatives, and parents. It did not develop as fully as might be desired, due to various deadlines.

A Sub-Advisory Committee meets regularly in each school district. This involves 15 districts in Stanislaus County.

Approximately one-half of the districts chose to hire their own Special Education personnel. The County Department was unable, for various reasons, to hire a full complement of administrative-supervisory personnel.

Stanislaus County is currently assessing a nine-cent override tax for Special Education for various program components, in addition to Master Plan Funds. (One-cent override in Stanislaus County yields $70,000.)

3.0 School Appraisal Teams and Educational Assessment Services

These program components have caused considerable expansion in guidance services both on the county and district level. The School Appraisal Teams have necessitated moving all Admissions Committee functions to local school sites. The School Appraisal Team consists of the Principal, the Resource Teacher and the Resource Specialist (or Program Specialist). Other personnel included as needed: Psychologist, Speech Therapist and Nurse. Alternatives to special class or special center placement consists of the Resource Specialist Program and designated instructional services (speech therapy, home instruction, remedial p.e.).

A chronic problem has been the attempt to follow due process procedures concerning notification of parents, request for hearings and appellate procedures.

The School Appraisal Team has two other basic tasks: 1) develop an individualized instructional plan for each child identified, including performance objectives, 2) conduct a semi-annual progress review on each case.

The Educational Assessment Services are the second level of diagnostic evaluation and it has been the source of more difficulties in the Stanislaus Plan. It was originally intended to be a RLA function taking referrals on more difficult cases from School Appraisal Teams. Many problems evolved concerning due process cases. The Educational Assessment Service consists of the RLA Administrator, a Psychologist, a Speech Therapist, a Diagnostic Teacher, a Program Specialist, a School Nurse, and other personnel as requested, including agency representation.

The Educational Assessment Service has the option of all county placements: Special centers, special classes, designated services, Resource Specialist Program, and placement in both State and private schools .

The EAS must do an annual review of all cases processed during the year. An intense and chronic problem has been a proliferation of referrals from the School Appraisal Teams and a backlog of cases.

4.0 Resource Specialist Program

Dorothy Smith, Special Education Coordinator from Modesto City Schools, reported on the operation of the Resource Specialist Program in that district. Modesto City Schools is currently operating a program including 23 Resource Specialists.

Fourteen of these teachers came from the permanent teaching staff, the remainder from outside special classes of LDG programs. Several came from regular education positions. In order to meet the recommended ratio of one Resource Specialist for each 600 ADA, the district would need 14 additional positions or a total of 37.

A chronic problem has been excessive forms and clerical work. The district is now attempting to consolidate this process. There is also a considerable amount of time spent by the Resource Specialist participating in SAT meetings, which have a direct impact on both consulting and teaching time on a classroom level.

This ultimately led Stanislaus County to divide the staff into Resource Specialist and LDG Teachers. Each position has a separate job description. Separate program manuals were developed for elementary and secondary levels.

Many classroom teachers resisted the reorganized program in the beginning. This situation has improved gradually, whereby more Special Education children have been mainstreamed in proportion to the quality and quantity of resource help available. There had been two noticeable improvements over former program organization: 1) More pupils served, and 2) favorable parent involvement.

Appendix F

NCLH ***National Center for Law and the Handicapped, Inc.***

1235 North Eddy Street, South Bend, Indiana 46617 · Phone (219) 288-4751

November 4, 1975

Gordon F. Johnson, D. Ed.
Professor of Education
Consultant
Education of Exceptional Children
School of Education
California State University
Fresno, California 93740

Dear Mr. Johnson;

The National Center for Law and the Handicapped received your letter of August 28, requesting information on legal interpretations of mainstreaming. The following summary and attached bibliography should prove helpful to you but if further information is required, please contact us again.

From a legal perspective there are three basic principles, variously required by constitution and statutes which lay a ground work in the area:

1. That handicapped children are entitled to educational opportunities communsurate with those provided to non-handicapped children;

2. That handicapped children are entitled to an educational opportunity variously defined in the statutes and cases as meeting their needs and maximizing their needs and maximizing their capabilities;

3. That handicapped children are entitled to educational placements which are least restrictive in terms of their personal freedoms.

From a legal standpoint, the third component - least restrictive placement - is mainstreaming. This principle is well outlined in Lebanks v. Spears. In addition, least restrictive placement has a mandate in federal legislation in PL 93-380 which requires all states to submit (plans) to the federal government by April 21, 1975 in order to have continued access to special education funds. These plans must include,

...sors
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...ily Law Section
...cil for the Retarded
...t. Joseph County, Inc.
...iana)
...nal Association for
...arded Citizens
...rsity of Notre Dame/
...re Dame Law School

... of Directors
...ent
Gary R. Marbut
...President
...nce A. Kane, Jr., Esq.
...tary
...y A. Bender, Ph. D.
...er
...Jerde
...rd Cleary
...h Goldstein, Ph. D., LL.B.
...s Haggerty, Esq.
...t B. Kugel, M.D.
...M. McCann, Ph.D.
...t W. Murdock, Esq.
...es L. Sheffer, Esq.

> "Procedures to ensure that, to the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, are educated with children who are not handicapped, and that special classes, separate schooling, or other removal of handicapped children from the regular education environment occurs only when the nature or severity of the handicaps is such that education in regular classes with use of supplementary aids and services cannot be achieved satisfactorily..."

The principle is also incorporated into state laws in the form of Wisconsin Chapter 89.

Finally, the first component specified above, that the handicapped child must receive educational opportunities commensurate with those provided to non-handicapped children, has statutory authority. The Section 504 of the Rehabilitation Act of 1973, PL 93-112 prohibits discrimination of handicapped individuals "in any program receiving federal funding assistance".

The commensurable services component of the handicapped child's right to an equal educational opportunity is relevant for the purposes of discussing mainstreaming in that separation of the handicapped from regular classes has often meant less adequate facilities, services, and programs than those received by non-handicapped children.

The references on the enclosed bibliography are intended for the non-legal audience. I believe they will be suited to your needs. Again, please contact us should further information be needed.

Very truly yours,

Paul Schwieger

Paul Schwieger,
Social Research Staff

PS/bld

enclosures:

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